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ABSTRACT

This report summarizes the Assessment of Language Proficiency of Bilingual Persons (ALPBP) project research component and provides a summary of the findings of the other six components of the study. The summary of the research component includes an outline of the goals, activities, and requests for proposals. After the introduction, the following findings are summarized| (1) "Bilingual Children's Language Proficiency: An Ethnographic Study," by F. Rodriguez-Brown and L. Elias-Olivares; (2) "Linguistic Interdependence among Japanese and Vietnamese Immigrant Students," by J. Cummins, M. Swain, J. Handscombe, K. Nakajima, D. Green, and C. Tran; (3) "The Relationship between Native Language Reading Comprehension, Second Language Reading Comprehension, and Second Language Oral Ability," by B. Tregar and B. F. Wong; (4) "Methods of Analyzing Discourse in English and Spanish to Determine Language Proficiency," by H. Slaughter and A. Bennett; (5) "Study of Graphic Sense and Its Effects on the Acquisition of Literacy," by B. Hernandez-Chavez and J. Curtis; and (6) "Limited Language Proficiency of Mexican-American Third-Grade Students: A Problem in the Definition and Measurement of Bilingualism," by Z. A. Hayes. Four appendices are attached dealing with the proposal solicitations and giving a breakdown of proposals according to categories addressed in the request for proposals. (AMH)

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ALPBP Project Research Component

Summary of Research Findings
and
Final Reports

Final Report - January 29, 1982

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The ALPBP Project Research Component

The specific goals of the research component of the ALPBP project were to fund in two cycles, for one year's duration, basic research related to language proficiency assessment issues. Guidelines for soliciting research proposals, selecting relevant projects and monitoring selected studies are described in detail in: Language Assessment Project, Progress Report to NIE, January 28, 1980. A summary of these activities follows.

A request for proposals was written by the ALPBP Project Director. It summarized the issues which were to be researched. They were:

- Cognitive abilities and proficiency in a first and second language;
- Setting and proficiency in a first and second language;
- Competence in classroom communication; and
- Methods for assessing language proficiency in a first and second language.

Approximately 217 requests for the Proposal Solicitation (Appendix A) were made during the first funding cycle. Of those, 18% were from individuals, 19% were from persons associated with consulting firms, 42% were from persons associated with a university, and 21% were from persons associated with public service organizations such as school districts and state departments of education. Of those solicitations sent, 14% of the requestors actually submitted proposals. Appendix B summarizes the categories, methodology, purpose, and budget for each proposal submitted during the first phase of solicitation.

A review panel was selected which was composed of "peer researchers" and "practitioners," who were skilled in language assessment issues within the

classroom setting; had expertise in ethnography of communication, first and second language acquisition, language assessment, sociolinguistics, psycholinguistics, and psychometric research; and had teaching experience in bilingual programs. Those selected represented scholars from multi-ethnic backgrounds with collective expertise in sociolinguistics, first and second language acquisition, linguistics, psychology and psychometrics. Geographically, they represented the Southwest, the West Coast, the Midwest, and Canada.

Proposals received were prepared for an anonymous review and sent to panelists for their evaluation. From the cross-validation of reviewers' ratings, it was possible to rank proposals. The top rated proposals by two or three reviewers, with an average (mean) score of 60 or more, were designated to be further evaluated by all panelists.

Proposals were rated on relevance to the proposal solicitation issues, quality of design, and plan for project management. Based on these criteria, three proposals were selected for the first cycle of funding. They were:

Bilingual Children's Language Proficiency: An Ethnographic Study

Principal Investigators: Dr. Flora V. Rodriguez-Brown and Dr. Lucia Elias-Olivares, University of Illinois at Chicago Circle, P.O. Box 4348, Chicago, Illinois 60608;

Linguistic Interdependence Among Japanese and Vietnamese Immigrant Students

Principal Investigators: Dr. Jim Cummins, Dr. Merrill Swain and Daina Green, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6;

Ms. Jean Handscombe and Chau Tran, North York Board of Education, Willowdale, Ontario; and Ms. Kazuko Nakajima, University of Toronto, Ontario;

The Relationship between Native Language Reading Comprehension, Second Language Reading Comprehension, and Second Language Oral Ability

Project Director: Ms. Betsy J. Tregar, Boston Public Schools, Lau Unit, Boston School Committee, 26 Court Street, Boston, Massachusetts 02108;

Principal Investigators: Maria Brisk, Roselima Indrisano and Maria Lombardo, Boston University, Boston, MA 02215

The second cycle for soliticiting research consisted of the following steps: revision of the original ALPBP project Request for Proposals (RFP) (Appendix C), confirmation of the first year review panelists' availability to participate in the proposal review, and adaptation of the first year procedures for receiving and evaluating incoming proposals.

The proposal solicitation was sent out to approximately 297 individuals and/or institutions. Of those approximately 26% were new requestors. Of all the individuals who received proposal solicitations 14% or 41 individuals responded by submitting proposals. The breakdown of second year proposals by area, purpose, methodology, and budget is found in Appendix D to the Research Report.

As with the first year proposals, they were rated on their relevance to the proposal solicitation issues, quality of design, and plan for project management. Based on these critera, three proposals were selected. They were:

Methods of Analyzing Discourse in English and Spanish to Determine Language Proficiency

Principal Investigators: Dr. Helen Slaughter, Tucson Unified School District, Tucson, Arizona and Dr. Adrian Bennett, Centro de Estudios Puertoriquenos, New York, New York;

Study of Graphic Sense and Its Effects on the Acquisition of Literacy

Principal Investigator: Dr. Edwardo Hernandez-Chavez, Instituto de Lengua Y Cultura, Concord, California;

"Limited" Language Proficiency of Mexican-American Third Grade Students: A Problem in the Definition and Measurement of Bilingualism

Principal Investigator: Dr. Zoe Ann Hayes, University of Nevada, Las Vegas, Nevada

A description of each study in terms of its purpose, the research questions, methodology and findings follow. Findings are related to the four areas of research outlined in the ALPBP Request for Proposals. Final reports for each study are found in the ALPBP Project Final Reports, First Funding Cycle and Second Funding Cycle.

Bilingual Children's Home and School Language: An Ethnographic-Sociolinguistic Perspective

Flora Rodriquez-Brown
Lucia Elias-Olivares

Bilingual Children's Home and School Language: An Ethnographic-Sociolinguistic Perspective. P.D. Flora Rodriquez-Brown, Lucia Elias-Olivares. The general purposes of the study are to:

- describe characteristics of the community language use and attitudes and their relationship to the families of the target children in the study;
- determine the congruency between the language constructs used to measure language proficiency and the natural language repertoire of the target children in different settings; and
- determine the functional use of questions and commands and variations related to the target children's speech levels of proficiency.

The study focused on a description of language in terms of communicative competence following Hymes' (1974) argument that "communcative competence... (is) (the child's) ability to participate in its society as not only a speaking but also a communicating member," and the belief that "to study communicative competence one has to focus not only on form but also on function in language use..." The basic unit of analysis of the interaction of language and social setting is the communicative event with its components (Hymes, 1974). The researchers believe language proficiency-testing should be holistic, that is, it should consider form and function of utterance when determining levels of proficiency in second language proficiency within communicative situations which occur naturally.

Specifically, the purpose of the study was to explore the following questions:

- What is the relationship between attitudes and language used in the community and the target children and their parents' attitudes and language use in different settings?

- What does the data on the community language reveal about the relationship between language used in the community and language used in the school setting?

- What is the relationship between the target children's natural language and what tests of language proficiency measure? Are tests measuring what children know and produce? Is there a need for new test constructs?

- What does an analysis of children's use of questions and commands in natural settings tell about the difference in use in relation to language proficiency levels, settings, context, etc.?

The children who participated in the study were four girls and two boys. The children were selected to represent a range of relative language proficiency, from Low English (LE), Low Spanish (LS) to High English (HE), High Spanish (HS) proficiency. The Language Assessment Scale (LAS) was used to determine language proficiency. Data collection consisted in: classroom observations, videotaping and tape recording of certain events at school and home environments. Field notes were collected during observations. Parents of the children as well as 84 people in the Hispanic community, representing three different age groups were interviewed regarding their attitudes toward language, school, etc., and their patterns of language use. The unit of analysis for the videotape data was defined as an interaction, or "a series of conversational turns by two or more speakers around a common activity or topic which are temporarily related." The sum of the interactions per child were considered their language repertoire. Each child's repertoire was quantified according to the number of utterances, or units of speech (sentences, phrases, words) which express an idea and/or an intent. Spanish and English utterances for each child were counted separately because it was expected that "a child who is more proficient in English (would)

produce more utterances in English than vise versa". For further analysis, questions and commands which appeared in the interactions were classified according to a taxonomy adapted from previous studies. Questions and commands were then classified according to the classroom context in which they occurred, i.e., math, reading, etc.

Results of the Study

Relationship between community language use and attitudes. Eighty four members of the subjects' community, as well as their parents, were interviewed by one of the principal investigators using the Family and Community Language Survey Questionnaire which was developed for the study. The questionnaire was developed in order to gather data about sociological aspects, language use patterns, linguistic competence and attitudes toward language and bilingual education of members of the community. It also provided a measure of how these attitudes were reflected in the target children's language use and language choice. Three age groups were represented: those who were 10-20 years old, or 41% of the sample, those who were between 21 and 40, 32.1% of the sample, and those who were 41 years old, 26.2% of the sample. Analysis of the questionnaire responses indicated that of the total sample: 14.3% were born in the continental U.S.; 16% were born in Puerto Rico; and, 66% were born in Mexico. The majority of the sample had lived in the United States for a period of between six months and five years; and 8.3% of the sample had lived in the U.S. for the last ten years. Only 11.9% had lived in the local community all of their lives. A majority of the respondents had come directly from Mexico (66.7%) or Puerto Rico (16.7%).

The majority of those interviewed were second generation residents (first family members who were born in the U.S.) and 39.3% were first generation (one who is foreign born but who has taken up residence in the U.S.). The population in this sample had a higher level of income and had completed more years of education than samples surveyed in other studies. Fifty-three percent (53%) earn more than $15,000 per year. The youngest group in the sample was the most educated; 53% of the sample, who were younger than 20 years of age, had finished high school; whereas, none of those who were over 40 years of age had a high school diploma. Many of the respondents classified themselves as "Mexicano/a" which indicates their sociocultural and linguistic identification.

The results from the survey suggested that there was greater use of Spanish among adults (usually spouses, family) and diminished when the subjects alternated with their children and friends. In those situations a higher percentage of use of both languages was reported. In the community, both languages were used. Spanish was identified as being the language of choice for interaction even among those who were younger than 20 years of age. It was found that as language proficiency in English increased, the use of Spanish diminished, especially within the younger than 20 year old respondents. Results from parent responses to the same questionnaire indicated that their attitudes were closely related to the twenty to forty year old respondents in the community. They rated English as more important in bilingual neighborhoods than did the rest of those surveyed. Results from the questionnaire are significant in that they indicate the need to find out what members from minority communities consider

to be important and functional in the education of their children. The researchers recommended that a community's attitudes toward English/Spanish bilingualism be surveyed before attempting to establish educational programs for language minority students.

The relationship between children's natural language use and what tests of language proficiency measure. Results regarding test constructs and predictability of language proficiency levels were significant. In studying the congruency between 3 commonly used tests of language proficiency and the children's actual language repertoire, it was found that each test measures a different aspect of language. The tests examined were: The James Language Dominance Test, the Language Assessment Scale (LAS) and the Bilingual Syntax Measure (BSM).

It was found that only a very small part of the child's language repertoire in terms of number of utterances, was taken into account in assessing language proficiency when using the James Language Dominance Test, which is based on vocabulary production and comprehension. For this reason, when assessed with this measure, children could appear to be much less proficient than they actually are.

It was found that in the Spanish form of the LAS's, 3-5 subtests (phenomic, lexical, and oral comprehension) produced scores with two or more levels of difference from the total score. These subtests by themselves, it was found, are not good predictors of language proficiency, especially for children who are not highly proficient in that language. The researchers recommend

that since the LAS is one of the most widely used tests of language proficiency in bilingual programs, that a larger study should be undertaken to determine if these differences between the total and subtest scores occur consistently.

The BSM purports to measure language proficiency in terms of language development using a syntax construct. An analysis of its grammatical structures indicates that although a majority of them are part of the English proficient children's language repertoire, they represent a low percentage of the children's total language repertoire. In using the Spanish BSM, it was found that a greater, more varied number of structures were represented, although some of the structures measured by the BSM did not appear in any of the children's repertoire (e.g., the copula "ser").

Based on these findings, the researchers recommend continued research to "find new test constructs for measuring language proficiency which are more holistic in nature and show a knowledge of, or are based on what children actually do with language." They suggest that such tests should approach the measurement of language proficiency from a wider perspective, that of communicative competence, where form and function of language are involved and where natural language samples are the source of information about the students' language proficiency. Since it seems that current tests used to assess language proficiency only tap a very small part of a bilingual child's linguistic repertoire, it was recommended that more research leading to continued development of integrative measures be undertaken.

Analysis of Children's use of Questions and Commands in Natural Settings.

The use of questions and directives of eight year old Hispanic children in formal and informal settings was also examined. Frequency count of questions in the corpus demonstrated that questions occur more often in the language in which the child is more proficient. An analysis of classroom questioning patterns showed that requests for information had the highest frequency of occurrence in both Spanish and English, followed by yes/no questions. Requests for permission, requests for clarification and theoretical questions had a higher incidence of occurrence among children who were more proficient in English. It was also found that in the formal classroom context, in both English and Spanish, children asked more information questions. When the types of questions that occur the most during different activities in the classroom settings was examined, it was found that the majority of the request for information were asked during the language arts activities. In informal settings, requests for information showed the highest frequency of occurrence of both English and Spanish.

The use of directives was also examined. The most common types of directive used by the children studied were: explicit imperatives and imbedded imperatives. Both were used to express intent. It was found that use of directives most often occurs in the language in which the child is more proficient.

The researchers conclude with recommendations that:

- research continue to explore children's language use in formal and information settings;
- language be defined from a holistic perspective; and
- language proficiency be defined according to language purpose, domain, and other contextual variables.

Contribution to the RFP Goals

The general and specific purposes of this study contribute to a better understanding of sociocultural norms and "social perceptions" which influence use of L_1 and L_2 in different contextual settings, thus, it contributes to an understanding of three areas of research suggested by the RFP:

- o setting and proficiency in a first and second language;
- o competence in classroom (and home) communication; and
- o methods for assessing language proficiency in a first and second language setting and proficiency in L_1 and L_2.

The study's findings regarding the frequency and distribution of certain functional language uses of school children is significant. Variability was related not only situationally and contextually but also to the use of Spanish or English according to participants ethnic affiliation and domain. It was also found that students who were the most competent in school and home used certain language functions in the use of communicative skills more frequently than others (e.g., using directives in the dominant language). The study's contribution to language proficiency assessment methodologies is important because it introduces the concept that language proficiency must be assessed "within communicative situations which occur naturally." It is also important in that is documents the discrepancy between types of lexical and grammatical items measured by some highly used tests of language proficiency and actual lexicon and grammatical structures elementary children produce in naturally occurring situations.

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Hymes, D. Foundations in Sociolinguistics: An ethnographic approach. Philadelphia: University of Pennsylvania, 1974.

Linguistic Interdependence Among Japanese and Vietnamese Immigrant Students

Jim Cummins
Merrill Swain
Kazuko Nakajima
Jean Hanscombe
Daina Green
Chau Tran

Linguistic Interdependence Among Japanese and Vietnamese Immigrant Students. Jim Cummins, Merrill Swain, Kazuko Nakajima, Jean Handscombe, Diana Green. The study was based on the hypothesis that L_1 and L_2 proficiency are manifestations of a common underlying proficiency and, that therefore, instruction in either L_1 or L_2 is appropriate to promote proficiency underlying academic skills in either one or both languages.

The study was designed to investigate Cummins interdependence hypothesis among Japanese and Vietnamese immigrant students in Toronto, Canada. According to the interdependence hypothesis, older immigrant students whose L_1 academic proficiency is better developed on arrival in Canada will acquire English academic skills more rapidly than younger immigrant students. "Academic language proficiency is used to refer to aspects of language proficiency which are cognitively-demanding and are manifested in situations where the communicative activity is supported only by linguistic cues. "Context-reduced" proficiency refers to aspects of language proficiency where a wide range of paralinguistic and situational cues support the communicative activity. It is believed by the researchers that the use of Japanese and Vietnamese immigrant students provides a stringent test of the hypothesis because of the considerable differences between English and the students' second languages. The two groups represented students with different socio-economic backgrounds, namely, upper-middle class Japanese students and Vietnamese refugee students. Specific research questions are:

- What is the relationship between the level of L_1 proficiency on arrival and continued developed of L_1?
- How are academic aspects of L_1 and L_2 communicative proficiency related to other dimensions of communicative proficiency?

- What is the influence of different background (e.g. personality characteristics, parental education) and behavioral (e.g. language use patterns) variables on the acquisition of English proficiency and maintenance of L_1 proficiency?

The Japanese Study. The Japanese sample consisted of 91 high socio-economic status students attending grades 2 and 3 and grades 5 and 7 of the School of Supplementary Japanese Studies in Toronto. From the original sample, a subsample was selected so that length of residence and sex would be as similar as possible in older and younger groups. All parents were temporary residents who were in Canada for job-related reasons and who intended to eventually return to Japan. Thus, there was high motivation to maintain their children's Japanese proficiency. The Japanese data collection procedures included individual interviews in the native language with parents of target students. The students were administered English and Japanese group academic language proficiency measures, individual English/Japanese academic measures, and were interviewed in Japanese and English. The English academic measures consisted of the second grade Gates McGinitie Vocabulary and Reading Tests, a written Prepositional Usage Test and orally administered adaptations of the Antonyms and Sentence Repetition subtests of the Language Assessment Umpire. The Diagnostic Test of Reading Comprehension and Reading Proficiency Level I and Level II developed by Toshio Tatsumi was used to test the reading skills of the sample. The test provides a diagnostic assessment of reading skills from grade 1 through 6 and is widely used in Japan. Scores were converted to T-scores with a mean of 50 and standard deviation of 10 based on Japanese norms. Scoring procedures were developed for English proficiency among Japanese children based on interview data. Approximately 25 percent of the interviews chosen at random provided the basis for developing and refining

scoring categories and scales based on sophistication and accuracy of syntax, and richness and detail of information communicated. Ratings of inflectional use in English were included. The final scales in Japanese and English were developed partially using categories developed by the researchers and revised with data provided by the interviews.

A factor analysis of the English and Japanese proficiency measures was conducted to examine the relationships among variables and to reduce the dependent variables to more manageable proportions for purposes of a multiple regression analysis. Other analyses which were employed to test specific hypothesis or confirm findings were partial correlational analysis, nonparametric comparisons of sibling scores, t-tests of the performance of older and younger students and regression analyses involving the full Japanese sample of 91 students.

The Vietnamese Study. The researchers were unable to find an adequate number of Vietnamese L1 students and eventually identified and tested only 45 students. All the Vietnamese students in the sample were recent arrivals, the range being 5-22 months. Students were chosen between the ages of 9 and 17 years to ensure that the sample had received some education in Vietnamese. Group tests were given in both languages but individual interviews were conducted in English only. A detailed background interview was not carried out although information was obtained from the children about last grade completed in Vietnam, whether they had studied English in camp, age and length of residence in Canada. The reading comprehension subtest of the grade 2 Gates McGinities Test and the English Prepositional Usage Test, both used in the Japanese study, were also used. In addition, 40-item oral

English and Vietnamese Antonyms tests were developed such that 30 items in each test denoted concepts that were the same, or similar, in both languages. This procedure was intended to allow direct comparisons of students' performance across languages. Two Vietnamese written cloze tests were developed to further assess Vietnamese academic skills. One test (a fable) was considerably easier than the other (an expository passage).

Results of the Study

The Japanese Study. The result of the study is regarded by the researchers as strong evidence for the interdependence hypothesis and the existence of a common underlying proficiency. Based on a regression analysis, it was found that individual differences do not greatly affect acquisition of L_2 syntax as manifested in informal conversation. Exposure and use of the language appear to be considerably more important. The researchers conclude that students' level of L_1 cognitive academic development makes a considerable difference in the rapidity with which L_2 cognitive academic proficiency is developed.

It was found that there is a distinction between grammatical and discourse (or pragmatic) competence as has been suggested by Bachman, Palmer and Canale and, also, that interactional style is interdependent across languages. In other words, a child who tends to volunteer information and provide detailed elaborative responses to questions in Japanese will tend to manifest the same types of linguistic behavior in English. The researchers conclude that this trait must be related to personality variables. Since they play a major role in determining the ways in which learners tend to interact in L_2. First language cognitive/academic maturity, on the other hand, exerts an important influence on

the rapidity with which L_2 cognitive/academic skills are developed. The findings suggest that older immigrant students maintain and develop their L_1 skills better than students who immigrate at a younger age. It is significant that these findings are the same as those reported by Skutnabb-Kangas and Toukomaa (1976) despite the vast difference in subjects (Japanese upper-class versus Finish working-class) and contexts.

The researchers conclude by suggesting that L1 cognitive/academic proficiency is only one factor influencing the acquisition of L2 proficiency. It remains to be seen what other factors are important and to what extent distinct sets of predictor variables differentially affect the acquisition of different aspects of language proficiency as well as the continued development of Japanese proficiency.

The Vietnamese Study. Correlations among English and Vietnamese academic proficiency variables showed highly significant relationships both within and across languages. Further support for the interdependence hypothesis was provided by strong positive correlations between age and last grade in Vietnam and English and Vietnamese proficiency variables. Cognitive maturity was also found to be strongly related to L_1 cognitive/academic proficiency. The same pattern of findings as the Japanese study emerged from the Vietnamese study. Because they were such dissimilar samples, this provided further evidence for the interdependence hypothesis.

Contribution to the RFP Goals

This study is significant in furthering our understanding of the relationship between certain aspects of language proficiency (academic language proficiency versus context-reduced language proficiency), and cognitive

abilities of students whose ages range from 7 years to 17 years of age. As such, the two studies provide greater understanding in the area of the RFP: Methods for Assessing Language Proficiency in a First and Second Language. Major implications for assessment of language proficiency relate to the finding that the construct of proficiency is not unitary and that traditional distinctions and modes of assessment (e.g., listening, speaking, reading, and writing) may be less fundmental than distinctions related to the context in which the communicative activity takes place (i.e., context-embedded versus context-reduced) and the extent to which communicative performance is determined by relatively stable attributes of the individual.

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Relationship Between Native and Second Language Reading Comprehension and Second Language Oral Ability

Betsy Tregar
Bak Fun Wong

Relationship Between Native and Second Language Reading Comprehension and Second Language Oral Ability. Betsy Tregar and Bak Fun Wong. The study was motivated by the Boston Public Schools' need to implement the provisions stated in the LAU Remedies. The school district felt a need to clarify the concepts of language dominance and language proficiency in order to implement the LAU Remedies.

The purpose of the study was to investigate the relationship between native language (L_1) and second language (L_2) reading comprehension and second language oral ability. The sample for the study were four hundred non-English dominant children. Of the total sample, 200 were Chinese speaking and 220 Spanish speaking students in grades 3-8. All students were classified as either LAU category A (monolingual in a language other than English) or B (predominant speaker of a language other than English). Oral language and cloze reading measures were administered in English, Spanish and Chinese. The cloze measures were developed by the Boston Public School's LAU Unit. The cloze format was used because it had been shown to be a generally valid measure of reading comprehension.

Results of the Study

In general, it was found that L_2 reading scores were higher for students reading at grade level in L_1 than for students reading below grade level in L_1. Cross-tabulation of Spanish and English cloze scores indicated that fifty-three percent of Hispanic students who scored at or above grade level in Spanish also scored at or above grade level in English. Of those who scored below level in Spanish, ninety-five percent (95%) scored low in English.

Similarly, fifty-eight percent (58%) of Chinese students at or above grade level in Chinese, scored at or above grade level in English. Of students who scored below grade level in Chinese, seventy-eight percent (78%) scored below grade level in English. It was also found that there was a higher correlation between L_1 and L_2 reading comprehension than between L_2 oral ability and L_2 reading comprehension for students in grades 3-5. Whereas for middle school students, there was a higher correlation between L_2 oral ability and L_2 cloze reading comprehension than between L_1 and L_2 reading comprehension. The researchers suggest that the findings for the elementary students is significant and consistent with the belief that students who first acquire reading skills in their native language will achieve better English reading than students who are taught to read only in English. The contradictory finding at the middle school level, suggests a need to more carefully examine the variables which affect the acquisition of literacy in a second language for adolescent students. It also indicates a need for educators to be aware of the developmental aspects of language acquisition in the design of instructional programs for second language learners.

Contribution to the RFP Goals

Results from this study are closely related to one of the four areas of research suggested in the ALPBP RFP: Method for assessing language proficiency in L_1 and L_2. It was confirmed that students from grades 3-8, who were reading at grade level in L_1 would attain higher scores in L_2 reading than students whose L_1 reading ability were below grade level. This finding has important implications for placement of language minority

students in appropriate educational programs and for clarifying what variables may affect language minority students acquisition of L_2 reading. Clearly, the results suggest that elementary age language minority students should become literate in L_1 before starting reading instruction in L_2. The other significant finding was that there was a higher correlation between L_1 and L_2 reading comprehension than between L_2 oral ability and L_2 reading comprehension for elementary age students. This suggests that tests of oral L_2 ability may not provide a clear indication of L_2 reading comprehension and as such, are not adequate measures for placement of students in an academic program. For middle school students, the findings are not clear and thus, there is a major need for further research with this age group.

Methods of Analyzing Samples of Elicited Discourse in English and Spanish for Determining Student Language Proficiency

Helen Slaughter
Adrian T. Bennett

Methods of Analyzing Samples of Elicited Discourse in English and Spanish for Determining Student Language Proficiency. P.Ds, Helen Slaughter and Adrian T. Bennett. The purpose of this study was to develop a methodology for identifying, describing and evaluating those discourse variables that are associated with a range, from high to low, of student language proficiencies in English and in the home language, Spanish. The research study was based upon, but not limited to a preliminary framework for discourse analysis developed by Bennett (1980) for the Tucson Unified School District. The theoretical framework integrates recent research in sociolinguistics, specifically, recent developments in conversational analysis, grammatical theory and the philosophy of language.

The researchers' primary concern is to investigate the ways in which participants negotiate, or fail to negotiate mutual understandings which form the basis for development of discourse. Essential to this approach is a theory of meaning developed by John Gumperz and his associates in which communication of meaning involves the appropriate and/or effective use of multileveled cues (i.e., semantic, syntactic, prosodic and lexical) to create situational contexts within which, specific, situation-bound meanings and intentions can be built up over time.

The research was conducted in a large public school district in the Southwest, with an enrollment of approximately 57,000 students, of which 16,000 are of Hispanic background. The data base in this study consisted of audio-taped discourse samples taken during administration of the Language Proficiency Measure (LPM) of Hispanic background students in Kindergarten

through 5th grade. Proficiency levels based on the LPM were devised by TUSD personnel. They were defined as: proficient, functional and limited. Audio tapes of children taking the LPM were used as the data base for the study. During the preliminary stages of selecting samples for the study, the researchers listened to a wide range of data samples from the LPM in Spanish and English and developed a criteria for analysis. The basic question posed in the study is: Can any set of language proficiency assessment procedures be both theoretically sound and practically feasible?

Results of the Study

The research findings from the study provide insight into the developmental acquisition of discourse skills and their relationship to language proficiency. One conclusion regarding the interpretation of language proficiency of kindergarten students was that the evaluation of a child's proficiency must be based upon the meaning and comprehensibility of the child's utterances. It must also include consideration of the conversational context established within the elicitation process. One feature of conversational discourse found important in making determinations of proficiency was the child's use of prosody, i.e., modulations of the speech stream in terms of pitch, rhythm, tempo and loudness as it relates to the development of an ongoing interactional discourse situation. For students in Grades 1-5, the focus was upon examining the adequacy of student-adult examiner dialogue and the student's extended discourse on a topic.

Communicative competence is here described within two distinct but overlapping units of analysis: interaction and oral discourse. Interactional proficiencies exhibited were related to the conversational context as negotiated

between student and adult interlocator rather than simply upon student responses to the examiner. Some of these were: responses, prosody, volunteered clarifications and negotiated strategies to modify, add or change the conversational intent. Some of the discourse features related to proficiency were: coherence of utterances, appropriateness of utterances, complementarity as a conversational partner, effective use of prosody, provision of adequate background information prior to point making, completeness of information, richness or complexity, flexibility and range of communicative competencies, pointmaking and highlighting, summarizing and use of verb tenses in narrative discourse. A proficient student provided the listener with enough cues and information to allow an adult to formulate a response to the child. With less proficient students, interpretation of utterances if at all possible, was broad and rested upon speculation about what the student meant to say. If the student's utterance consisted of several clauses, (i.e., extended discourse) clarification would require a series of examiner questions and other forms of explication. Criteria important in judgments of the adequacy of students' development of topics were: comprehensibility, provision of background information, explicitness of interclausal relations, consistency of information, explicitness of reference, ability to make transitions to related topics, indicators of listener awareness, and use of formulaic strategies for organizing discourse.

Additional findings indicate that there is a wide range of proficiency in students' ability to mutually engage in topic talk with an adult conversational participant and also in their ability to take the floor from time

to time and engage in extended discourse on a topic. Children who appeared less proficient at developing topics used pronominalization while those who appeared more proficient used nominal lexicalization sometimes with modifiers such as adjectives or adjective clauses. Older students seemed to provide more specific references including the use of adverbial clauses and background information. More proficient students also grasped the opportunity to engage in extended discourse on topics with fewer examiner elicitation turns than less proficient students. As related to the classroom context, more proficient students were increasingly assertive in taking the floor and engaging in extended talk to which a teacher might respond.

The researchers conclude with a statement about the disadvantages and advantages of a discourse analysis approach to language proficiency assessment. Disadvantages of the approach are that much research remains to be done. The method is more time consuming and because it is a new type of measurement, examiners and discourse analysts must be thoroughly trained so that they possess a high level of clinical skills in how to score or rate the discourse and how to provide feedback to classroom teachers. The advantages are, according to the researchers, that it provides an approach that can be used with students at various stages of language acquisition. The researchers recommend that future research include:

- a comparison of evaluations of language proficiency based on elicited discourse samples to discourse observed in more naturalistic settings;
- exploration of the relationship between achievement and language/proficiency in bilingual children; and
- exploration of the range of children's language proficiency in both Spanish and English, i.e., research to compare proficiencies across tasks and languages.

Contribution to the RFP Goals. Results from this study provide innovative directions in the measurement of language proficiency assessment and contribute directly to an understanding of the 4th area of research in the RFP: Methods of Assessing language proficiency in L_1 and L_2. The researchers point out that the assessment of language proficiency based on differential conversational and narrative skills of bilingual students has just been initiated. The study was significant in identifying patterns of speech of elementary school children and their relationship to carrying on conversation or narrating within an experimental situation. However the question still remains open as to the validity of judging language proficiency based only on children's speech production. Because of different developmental considerations, and culturally acquired modes of communication as well as personality traits; some children may not be as willing to produce speech as others. For such children using this approach may place them at as much of a disadvantage as when traditional language assessment strategies are used. From the theoretical perspective, a comprehensive theory of discourse which includes a developmental model of children's acquisition of discourse (conversation, narratives) is in the formative stage. This study, it is believed, contributes directly to the development of this important theoretical perspective.

The Study of Graphic Sense and Its Effects on the Acquisition of Literacy

Eduardo Hernandez-Chavez

Jan Curtis

The Study of Graphic Sense and Its Effects on the Acquisition of Literacy, Eduardo Hernandez-Chavez and Jan Curtis. The study of the relationship of graphic sense to reading socialization and reading readiness was implemented in order to more fully understand the process of literacy acquisition. The framework for the study was based on the hypothesis that success in learning to read depends upon the level of graphic development in the child and that the rate of this development is related to the quality of the child's socialization experiences. Recent research (Ferreiro, 1976, 1978) suggests that children exposed to written language in their day-to-day environment systematically develop conceptualizations of print, a graphic sense, that progresses from quasi-pictorial to very abstract representations.

In order to study the development of graphic sense in both Spanish and English among young children and to investigate its relationship to initial success in reading and the nature of its development, the following research questions were investigated:

- What is the nature of children's pre-reading conceptualization of the printed word? Specifically, do Mexican-American children in the U.S. demonstrate a development of graphic sense that is similar to that found by Ferreiro and how is that development related to the readiness of children to learn to read?
- How are children socialized to print, i.e., what attitudes and practices with respect to reading are found in the home? How is this socialization related to the development of children's graphic sense and their readiness to read?

Participating in the study were the children in the bilingual kindergarten and first grades of Calistoga Elementary school in California. In addition to the 38 attending kindergarten and 33 attending first grade, 43 preschool age children were chosen from families of the school sample.

Based on a comparison of scores on the Bilingual Syntax Measure (BSM) in English and Spanish, only 5 of the children, two kindergartners and three first graders, could be classified "balanced bilingual." This implies that the child utilizes comparable grammatical structures in the two languages. Because there were so few bilinguals, it was not possible to test for the effects of bilingualism upon the development of graphic sense. Fifty-two were Spanish dominant and 57 English dominant.

Preschoolers', kindergarteners', and first graders' reading readiness and achievement information were collected by means of the Cooperative Preschool Inventory, the Singerland Pre-Reading Screening Procedures, and the reading sub-tests of the Comprehensive Test of Basic Skills, respectively.

Graphic sense was assessed by means of the Graphic Sense Card Sorting Task, a test developed by the researchers. Thirty four cards in both Spanish and English were developed along the following dimensions: pictorial representation, script, segmentation, linearity, letter orientation, letter order, numericity, foreign language, repetition of elements, length of string linguistic reality. The rationale for the test is based on the premise that children acquire conceptualizations about what can and cannot be read. In different stages of development, children use different criteria for accepting or rejecting particular graphic representations as readable. It is believed children's use of these criteria reveals the underlying ideas they have about the nature of written language.

Use of a "sociographic" questionnaire provided the means of understanding how socialization to print relates to the acquisition of literacy. The questionnaire provided data on the amount and nature of reading and

writing by family members. Included were questions about family structure - residence history, educational background and employment history of family members. Other questions involved family attitudes towards proficiency in Spanish and English and educational and career aspirations held by the family for the child. Questions to ascertain the language use patterns in and outside the home as well as questions regarding the kinds, availability and use of reading materials were included. The variable of socialization to print is believed to play a strong role in the significance a child attributes to reading.

Results of the Study

The results of this study clearly support the proposition that children pass through developmental stages in their understanding of written language. The stages can be identified both by the criteria that children use at each level in deciding whether particular graphic representation can or cannot be read and the characteristics of their responses, or distinctive features, in locating grammatical structures of an utterance in a written sentence.

Profiles of predictable response patterns for each of five levels were obtained through the analysis of a card sorting task on which children were asked to distinguish graphic representations that were readable from those that were not. From these profiles the level at which a particular feature becomes important to children can be understood. For example, it can be inferred that the distinction between writing and pictures begins at Level 2. At about this same time, children also begin to respond to the length of a string. Three-letter words were generally accepted as something to be read, but younger children rejected two-letter words as too short

to be readable. Similarly, numerals and letters are confused by the younger children.

Stages of development are also evident in children's notions about the location of elements in a string. Most preschool children recognize that short particles such as the and in must be located in smaller words, but they fail to correctly identify the particles in a sentence. On the other hand, these same children tend to consider it possible for single words to represent an entire phrase. Many kindergarteners and even first graders will locate the heads of phrases in positions other than where they locate the phrases themselves.

Spanish dominant children tend to be at lower levels of graphic sense development than their English dominant coevals. This is true for preschool as well as for kindergarten and first grade children, so the differences are not due to formal instruction. The level of development of graphic sense is significantly and strongly related to certain "sociographic" or socialization to literacy variables, in particular to:

- Mother's Level of Literacy;
- Child Reads and/or Writes; and
- Presence of Magazines.

This is interpreted to mean that graphic sense depends to a high degree upon socialization practices in the child's environment and that the conceptualizations about reading that the child acquires are developmental in nature and are not bound to formal instruction.

In contrast, graphic sense level is only weakly related to a variety of reading readiness and academic achievement data such as are derived from

the Cooperative Preschool Inventory, the Comprehensive Test of Basic Skills, and the Slingerland Pre-Reading Screening Procedures. It would seem, then, that these measures assess skills that are very different from those that children have acquired naturally through their contact with the world of print and that they bring with them to the school.

The study of children's graphic sense has several important implications for educational practice. Knowledge about children's informally acquired notions about print and its function would seem to be very important in assessing their level of reading readiness. Graphic sense level should also be taken into account in the kind and level of instruction given to children in preschool, kindergarten and first grade. Finally, an understanding of the sociographic factors that are related to graphic sense development will permit the design of more relevant classroom activities and techniques for the development of reading skills in children from all social and cultural backgrounds.

Contributions to the RFP Goals

The findings from this study highly relate to the first area of study in the RFP -- cognitive abilities and proficiency in a first and second language -- with an emphasis on the relationship between children's socialization experiences and their acquisition of "graphic sense."

The researchers acknowledge that many other factors which may affect the acquisition of graphic sense need to be identified. They indicate that longitudinal data over at least a two year period needs to be collected in order to more clearly define how the acquisition of literacy fits into the developmental process.

The question remains: Are the acquisition of literacy skills and the acquisition of graphic sense a separate or a single process? The researchers' findings provide support for the latter interpretation based on the demonstrated relationship between "graphic sense" and reading achievement.

Limited Language Proficiency:. A Problem in the Definition and Measurement of Bilingualism

Zoe Ann Hayes

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism, Zoe Ann Hayes. The purpose of this study was to examine the language proficiencies of limited proficient bilingual Mexican-American third-grade children in San Jose, CA, an area with high incidence of limited proficient bilingual students. The following issues were investigated:

- Whether skills of limited proficient bilingual students are distributed across languages in such a way that measurement in only one language gives the illusion of a verbal deficit; and
- Whether students are classified as limited proficient bilingual on functional (communicative) as well as on linguistic measures.

Recent research findings on the assessment of bilingual language proficiency suggest that substantial numbers of bilingual students may be limited in both their native and second languages; these studies suggest that there is validity to the construct of limited language proficiency.

A "limited proficient bilingual" is generally defined as one who lacks native-like proficiency in both first and second languages. This imprecise definition reflects a general problem associated with the description and measurement of bilingualism. Only approximate indications of proficiency are provided by current measures of linguistic competence which assess discrete elements of language. Such measures do not assess language as it is actually used in communicative situations. In order to investigate the concept of "limited" proficient bilingual, the concept of communicative competence which considers not only linguistic competence but the knowledge of appropriate functional uses of language was used as the theoretical framework for the study.

Although linguistic competence and communicative competence share common properties, they are not direct indicators of each other. Measurement of language proficiency is further complicated by the bilingual's varying use of languages. To clarify this issue the following research questions were explored:

- Among students classified as "limited proficient bilingual" is the total repertoire of grammatical skills distributed across languages? If so, is this distribution complementary?
- Among students classified as "limited proficient bilingual" is the total repertoire of vocabulary and communication skills distributed across languages as a function of domain?
- Among students classified as "limited proficient bilingual" is there a difference in assigned bilingual proficiencies when different types of proficiency tests (linguistic competence vs. communicative competence) are used to assess verbal behavior?
- What variables other than language proficiency (i.e., cognitive functioning, achievement, length of residency) differentiate between limited proficient bilingual and non-limited proficient bilingual students?

The sample for the study was selected from non-monolingual Mexican-American students from 25 third-grade classrooms in four Santa Clara County school districts. Third graders were selected because of the need to make placement and reclassification decisions at this level. From the 25 classrooms, 194 students, composing three samples, were chosen for the investigation. Twenty-one students judged by their teacher and the researchers to be high in communication skills in one language and low in the other comprised the first sample. An author designed test of communication skills was field tested on this sample; they were also administered the BSM II. Recordings of both tests, in English and Spanish were rated or scored. The second sample, composed of 183 students whose previously collected dual language proficiency data indicated that they might be limited proficient or

proficient bilinguals. They were administered the BSM II in both English and Spanish. The third sample was comprised of students from Sample #2 whose linguistic competence skills (BSM II scores) indicated limited bilingual proficiency (N=43) or bilingual proficiency (N=38). A battery of linguistic communicative and cognitive tests were then administered. Linguistic tests were scored, and communicative tests rated. Demographic data was also collected on this sample. All students were given a linguistic competence test (The CERAS Balance Grammar Subtest) in both English and Spanish. District-administered achievement test scores were also collected.

Results of the Study

The results of this investigation, "do not lend support for the conclusion that limited bilingual language proficiency is a widespread phenomenon." Rather, the conclusions indicate that the use of language tests which measure only one aspect of language (i.e., grammar or vocabulary) and which provide cutoff levels may be of questionable validity.

Complicating the issue of various tests measuring different skills is the lack of comparability in the level designations provided by test developers. The cutoff points used to designate limited and proficient status in a language are not anchored on criteria which indicate whether students can or cannot function effectively in English-only instruction. As currently available, many language proficiency instruments fail to distinguish between those who may be truly limited or proficient in a language and those who are not. The researcher suggests the use of specific external criteria (i.e., grade level achievement) to validate cutoff scores and level designations. In addition, language proficiency

tests which designate proficiency levels based on monolingual norms may not be valid indicators of language proficiency sufficient to succeed in English-only classrooms, without special language assistance.

It was suggested by the researcher that the concurrent and content validity of language tests and the predictive validity of cutoff scores, lead to the possible misclassification of non-English language background (NELB) students. Approximately thirty percent of the students in this study were inconsistently classified using any two instruments.

Error in classification also occurs if a bilingual's language skills are measured without consideration of distribution of skills across two languages. It was thought that perhaps students in San Jose, California had been raised in diglossic environments using Spanish for one set of functions and English for another. Results of this investigation indicate that these students do not appear to come from diglossic bilingual environments. Rather, students use English and Spanish in both home and school situations; although stronger in Spanish, their languages do not seem to be separated as a function of domain.

The lack of distribution of language skills across languages and domains might also be related to the students age and length of residency. Due to the restricted range of the third grade, there was little variation in length of residency.

Finally, the following conclusions related to the concept of "semilingualism" were drawn: By definition, "semilingualism" is limited

proficiency in both L_1 and L_2. The results of this investigation indicated that "semilingualism" exists only as a concept. There is no reliable evidence for the existence of the phenomenon. Since there appears to be no way to reliably measure the phenomenon nor unambiguously identify it, it is not useful as a construct. Some literature on "semilingualism" suggests that limited bilingual language proficiency may have negative cognitive results. No indication of this relationship was found to exist for this population. Although any one test or combination of tests indicated that a student may appear to be limited in both L_1 and L_2 (and this identification was likely to be unreliable and of questionable validity), no differences in cognitive development were discovered between limited and proficient groups of bilingual students.

Contributions to the RFP Goals

The reported findings contribute, in general, to a better understanding of how to assess the language skills of bilingual students. Specifically, they contribute to a better understanding of the following areas in the RFP:

- Cognitive abilities in a first and second language
- Setting and proficiency in a first and second language
- Methods for assessing language proficiency in a first and second language.

Cognitive abilities in a first and second language. The main contribution of this study is related to the clarification of the concept of "semilingualism." Results do not lend support to the conclusion that limited bilingual language proficiency is a widespread phenomenon. Rather, the

conclusions indicate that "semilingualism" exists only as a concept. Thus the suggestions that indicate the existence of "semilingualism" may be the result of limited language proficiency instruments rather than limited language proficiency.

The researcher also found no differences in cognitive development between limited and proficient groups of bilingual students. This is contrary to results from other studies that indicate limited bilingual language proficiency may have negative cognitive results (Skutnabb-Kangas & Toukomaa, 1976).

Setting and proficiency in a first and second language. It was found that bilingual students' language skills must be measured across the two languages to have an accurate understanding about the range of language skills of these students. The investigation indicates that students used English and Spanish in both home and school situations. Although they were found to be stronger in Spanish, the languages did not seem to be separated as a function of domain (i.e., Spanish was not used for one set of functions and English for another which is a possible result of being raised in a "diglossic" environment).

Methods for assessing language proficiency in a first and second language. For the purpose of placing language minority students in appropriate educational programs, no single language proficiency measure accounts for the various language skills students possess. Results from crosstabulations between test pairs, intercorrelations among language tests, multiple regressions and factor analyses indicate that each language test

used in this investigation provided unique information about the language proficiency of the students. Measures of grammar, for example, do not indicate the total language proficiency of students. A word of caution is given about concurrent and content validity of language tests and the predictive validity of cutoff scores which can lead to the possible misclassification of language minority students. The researcher concludes with recommendations that research regarding language tests, and their predictive validity be undertaken and that the reclassification criteria for bilingual students be reanalyzed. Finally, she strongly suggests that multiple indicators of language proficiency be used for placement decisions.

APPENDIX A

Proposal Solicitation
October 23, 1979

Solicitation for Proposals
in Assessing the Language Proficiency of
Bilingual Persons

October 9, 1979

Proposal Solicitation No. 400-79-0042
Issued: October 23, 1979
Due Date: 12:00 (Noon) - November 26, 1979

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Solicitation for Proposals
in Assessing the Language Proficiency of
Bilingual Persons

I. Overview

Proposals are being sought for fundamental research projects on issues associated with the assessment of communicative competence/language proficiency of students from many second language backgrounds being served in bilingual programs. The concept of communicative competence, developed by Hymes, is critical to language proficiency research. It deals with the social and cultural knowledge an individual is assumed to have to enable him or her to use and interpret linguistic forms (oral or written) appropriately in given contexts. Language proficiency is to be understood as encompassing both receptive and productive skills in both oral and written language mediums. Language proficiency refers to the fluency and accuracy with which an individual manipulates language skills for communicative purposes in the receptive and expressive areas.

From this perspective, assessment of communicative competence answers the question: Upon observation, how competently does an individual receive and transmit appropriate meaningful messages in a specific context? Assessment of language proficiency answers the question: As measured on a continuum, how well does a person speak, understand, read, or write? While it is not possible to establish an absolute distinction between language proficiency and communicative competence, the understanding here is that the term language proficiency is subsumed within the broader concept of communicative competence.

The first of two one year funding cycles will begin in the fall of 1979 for research on the language proficiency of bilingual students

from preschool through high school. A bilingual here is defined in a broad sense as referring to a student who lives in a two-language environment regardless of how well he or she speaks the non-native language. It should be noted that this definition should not be construed to include different varieties of the same language, no matter how distinct they may be. Thus research focusing on regional varieties (dialects) is not being solicited through this announcement. Research studies focused on adult communicative competence are also ineligible for funding through this solicitation. It should be noted that research from a variety of language and cultural backgrounds is strongly encouraged. The specific details of the research that will be funded are found in section III of this solicitation, Objective of Research Effort.

Proposals will be funded on a one year basis. In a very few exceptional cases, a project may be funded which will require more than one year to complete (e.g., longitudinal studies). However, the level of funding will not be greater than for a project of comparable size to be completed within one year. Justifications for the extended time should be given.

Approximately $150,000 is available each year for this effort. It is the intention of InterAmerica Research Associates to support a small number of quality research projects. It is estimated that 6-10 projects will be funded under this solicitation. Offerors should take these considerations into account in developing their proposals.

II. Statement of Need

Efforts to provide schooling to students from a variety of language backgrounds suffer from inadequate measures of language proficiency. Teachers and

program administrators need to understand student's proficiencies in their native languages and in English in order to design and provide appropriate schooling. Measures of English proficiency or competence in the student's native language are often restricted to formal tests of linguistic ability which tap grammatical, phonological and lexical knowledge. These tests are often insensitive to the student's success in using language in actual situations in school, at home, among his or her peers, or in the community at large. At the same time, these tests may fail to measure language proficiency in a way that is directly useful to the teacher in planning instruction for students, because the skills measured by the tests may differ from skills of concern to the teacher. In addition, tests of language proficiency often confound linguistic skills with underlying cognitive skills such as memory, problem solving, or creative thinking. It would be to our advantage to account for linguistic development in bilinguals, and then to explore the instructional implications of both cognitive and linguistic growth and their interaction in students dealing with two language systems. Finally, teachers need to understand students' language proficiency in terms of the kinds of proficiency required in their classrooms, and they need to understand how proficiency can be assessed effectively.

Since research on language proficiency/communicative competence has been pursued somewhat independently in a number of different fields in recent years, including sociology, anthropology, linguistics, psychology, education, and speech communication, this solicitation seeks proposals from a broad range of disciplines, and especially encourages research strategies from a variety of fields, e.g., ethnography of communication, psychometrics, survey sociology, sociolinguistic analysis of discourse variables, developmental psycholinguistics, and cross-cultural socialization.

Of particular interest are studies which investigate discontinuities between home/community settings and the school as they affect or elicit proficiency in one or both languages of the bilingual student. Also at issue are the effects of different settings. Because so little is known about fundamental factors affecting communicative competence, and the interaction of proficiency in two languages with one another and with other cognitive and social factors, proposals on a broad array of basic research topics have been considered appropriate for funding under this solicitation.

Basic research is sought which might enable educators and scholars to measure language proficiency in both English and in a student's native language, in a manner that is sensitive to the range of students' communicative and cognitive competence, and that is educationally useful. The specific objective of the research is to study characteristics of students' language competence/proficiency in a variety of natural communication situations and cognitive task situations, as a foundation for developing better theories and working notions of language proficiency, and/or communicative competence, and in turn, for developing effective techniques for measuring language proficiency of students whose native language is other than English.

III. Objective of Research Effort

Research is requested through this solicitation for the investigation of basic research issues in bilingual communicative competence and its assessment in the classroom. Research in the area of language proficiency assessment is relatively new and undeveloped, particularly the use of sociolinguistic approaches for the study of proficiency in both the native and the English language. In order to fill this void, through this solicitation,

researchers from a variety of disciplines, including researchers with a direct familiarity with the languages and cultures they are studying, should contribute to this effort.

The research, under this solicitation, will consist of a competitive program designed to support a number of relatively small basic research projects in four areas. The four areas and the issues to be addressed through responses to this solicitation are:

- Cognitive abilities and proficiency in a first and second language;
- Setting and proficiency in a first and second language;
- Competence in classroom communication
- Methods for assessing proficiency in a first and second language.

Research eligible for funding should focus on school age bilingual students (pre-school through high school) from a broad variety of language and cultural backgrounds.

1. Cognitive abilities and proficiency in a first and second language:

   a. What effect do cognitive abilities and language proficiency have on each other?

   b. What cognitive demands are implicit in instructional tasks which affect the types of language proficiencies that appear to be involved in performing these tasks?

   c. Are particular levels or types of cognitive development necessary for the acquisition of a second language?

   d. Are there possible beneficial or detrimental levels of proficiency in one or two languages with regard to specific cognitive abilities?

   e. How can cognitive demands, such as memory or problem solving, be disentangled from linguistic demands?

Research might include, but is not restricted to, associational studies, cross-sectional studies across age spans or critical transitions (e.g. from childhood to adolescence), or task analysis of the cognitive demands of instructional activities.

2. Setting and proficiency in a first and second language:

   a. What situations does communication take place in, and how can particular situations determine or constrain language use?

   b. What are variations in language usage by students across different settings or situations?

   c. How do contextual variations in language use affect measurement and interpretation of proficiency?

   d. How do school relevant proficiencies affect non-school situations?

   e. How can socio-cultural determinants of appropriate language behavior be accounted for in assessment practices?

Research strategies might include, but are not restricted to, case studies of individual students, naturalistic observation of language use in various contexts in and out of school, or contrastive studies of the findings of different assessment strategies.

3. Competence in classroom communication:

   a. What are typical communication demands (oral and written) in both English and native languages that are placed on students in bilingual classrooms?

   b. What are the ways in which students of varying degrees of English and native language proficiency cope with communication demands in bilingual classrooms?

   c. What are the effects of teacher language proficiencies on classroom communication characteristics?

   d. How does the social structure of the classroom effect the way in which children use one or two languages?

Research might capitalize on, but is not restricted to, ethnographic methods of observing language use in a particular context, on other methods for recording and analyzing natural behavior, on more traditional methods for analyzing natural behavior, or on more traditional methods for studying communication.

4. Methods for assessing proficiency in a first and second language:

   a. How does the knowledge that language use varies across different contexts broaden the potential for observing and evaluating kinds of proficiency?

   b. In what way can assessment situations be structured and manipulated in order to elicit samples of natural language?

   c. How does elicited language performance and spontaneous language performance differ when judged against various criteria of proficiency?

   d. Do different situations elicit language performance conducive to assessing specific aspects of proficiency (e.g., comprehension, questioning, production)?

A variety of disciplines and mixtures of research methods should be drawn upon in investigating any of the above topics (e.g. naturalistic observation, traditional psychometrics, sociolinguistic analysis, etc.).

Contracts and/or consultantships will be awarded after the proposals have been reviewed by a panel of reviewers. Proposals which do not address the issues listed here will not be considered responsive to this solicitation unless sufficient justification for their consideration is given. The final decision in such cases will be made on the basis of the recommendations of the Review Panel. In order for maximum use of this research to be made in improving classroom assessment practices, interested parties should structure their research efforts to the greatest extent possible to address research questions which directly affect bilingual classroom practices. In order for research to be maximally useful to classroom assessment practices, it is important for researchers to be aware of classroom realities, the needs facing teachers and the constraints and opportunities affecting the classroom situation.

In coordination with the proposed research a program of professional development will be ongoing. It will involve the familiarization of a small group of teachers with new, research-based approaches to assessment. Teachers will be introduced to the language proficiency research conducted as a result of this solicitation as well as other pertinent research. Through this training these teachers will be assisted in interpreting and applying this knowledge. This group of teachers will participate in workshops, seminars, and guided research.

The funded researchers will be invited to participate in a three day conference to exchange research findings in late spring.* It is also anticipated that some of the researchers will participate as trainers in the initial stages of the training effort. InterAmerica will provide funding for the conference and the teacher training activities; they need not be addressed in either the Technical or Cost Proposals.

IV. Guidelines for the Preparation of Proposals

A. Application Procedures

1. Eligible Offerors:

Eligible offerors include individuals, SEA's (State Education Agencies), LEA's (Local Education Agencies), as well as organizations, both profit and non-profit making.

2. Instructions to Offerors:

The following instructions establish the acceptable minimum requirements for the format and content of proposals. Special attention is directed to the requirements for Technical and Cost Proposals to be submitted in accordance with these instructions.

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*The purpose of the conference will be to share findings and provide feedback to the funded researchers, as well as to critically review the results of the research effort.

It is contemplated that a firm fixed price type of contract will be awarded.

The proposal shall be in two parts: a "Technical Proposal" and a "Cost Proposal". Each of the parts shall be separate and complete in itself so that evaluation of one may be accomplished independently of and concurrently with evaluation of the other. The Technical Proposal shall not contain any reference; however, resources information, such as data concerning labor hours and categories, materials, subcontracts, etc., shall be contained in the Technical Proposal so that the offeror's understanding of the scope of work may be evaluated. It must disclose the technical approach in as much detail as possible, including but not limited to the requirements of the Technical Proposal instruction. Proposals should be thorough, but should not exceed 50 pp. (typed double-spaced) in length.

Proposal deadline:

The deadline for receiving proposals at the address below is noon, November 26, 1979. Eight (8) copies of the Technical Proposal and three (3) of the Cost Proposal must be submitted to:

Charlene Rivera
Language Assessment Project Director
InterAmerica, Inc.
1500 Wilson Blvd. Suite 800
Rosslyn, Virginia 22209

3. Late Proposals and Modifications of Proposals:

a. any proposal received at the office designated in the solicitation after the exact time specified for receipt will not be considered unless it is received before award is made, and:

1) It was sent by registered or certified mail not later than the fifth calendar day prior to the date specified for receipt of offers (e.g., an offer submitted in response to a solicitation requiring receipt of offers by the 26th day of the month must have beend mailed by the 21st or earlier.

2) It was sent by mail (or telegram if authorized) and it is determined that the late receipt was due solely to mishandling by InterAmerica after receipt;

3) It is the only proposal received.

b. Any modification of a proposal is subject to the same conditions as in (a) of this provision. It should be noted though this does not apply to the normal Revisions to proposals by offerors selected for discussions during the usual conduct of negotiations with such offerors (those determined to be within the competitive range).

c. The only acceptable evidence to establish:

The date of mailing of a late proposal or modification sent either by registered mail or certified mail is in the U.S. Postal Service postmark on both the envelope and wrapper and on the original receipt from the U.S. Postal Service. If neither postmark shows a legible date, the proposal or modification of proposal shall be deemed to have been mailed late. (The term "postmark" means a printed, stamped, or otherwise placed impression exclusive of a postage meter machine impression that is readily identifiable without further action as having been supplied and affixed on the date of the mailing by employees of the U.S. Postal Service. Therefore, offerors should request the postal clerk to place a hand cancellation bull's eye "postmark" on both the receipt and the envelope or wrapper.

d. Notwithstanding (a) and (b) of this provision a late modification of an otherwise successful proposal which makes its terms more favorable will be considered at any time it is received and may be accepted.

e. Proposals may be withdrawn or telegraphic notice received at any time prior to award. Proposals may be withdrawn in person by an offeror or his authorized representative, provided his identity is made known and he signs a receipt for the proposal prior to award.

B. Proposal Content

Proposals should be prepared using the following format:

Technical Proposal:

I. Introduction/Background
II. Statement of the Problem
III. Scope of Work/Work Plan
IV. Management/Staffing Plan

Cost Proposal:

I. Budget
II. Other Administrative Data

Technical Proposal:

Introduction/Background: This section should provide a description of the setting in which the research will take place and the demography of the area. This should include, but not be limited to the following:

1. Community language history;
2. Description of bilingual program in classroom(s) where research effort is expected to take place (if applicable);
3. Principal Investigator's and/or institution's experience working with the community and/or school district where it is expected the research effort will take place (if applicable);
4. Description of any cooperative agreements that have been entered into insofar as research sites are concerned (if applicable);
5. History of involvement in similar type research by the Principal Investigator and institution or Principal Investigator if not associated with an institution.

Statement of the Problem: This section should contain a comprehensive review of the literature related to the research area(s) and issue(s) to be investigated. If applicable, written assurance of cooperation by the site where the proposed research is to take place should be included.

Research questions or hypotheses developing out of the review of literature, and, if applicable, the felt need of research site personnel which will be addressed through the proposed research effort should be stated. Any methodological issues or problems which may affect the research and the proposed solution should be included.

Scope of Work/Work Plan: The first part of this section should succinctly present the aims, methods, and expected results of the proposed research.

The second part of this section should contain a precise, detailed sequential set of tasks to be performed in order to collect and analyze the information related to the research issues under investigation and to report the findings.

The third part of this section should contain a detailed description of how each of the tasks will be achieved.

Following are a few points to consider in preparing this portion of the proposal.

1. There should be a clear and logical relationship among: (a) the basic idea of the research proposal, (b) its specific aims, (c) the stated justifications or felt need for the project, and (d) lines of linkage to existing practices or theory.
2. The sampling plans used, control of relevant variables, and general research design should yield believable results (criteria will differ for ethnographic and experimental studies).
3. The proposal should indicate whether or not the approach being proposed offers anything that might be new or that clearly warrants support for tryout, or constitutes a significant contribution to existing knowledge or practice.

4. Potential problems and proposed means of dealing with them should be described in detail.

5. The proposal should provide adequate provisions for maintaining communications with InterAmerica and other projects funded under this solicitation. Included should be provisions for appropriate and timely reports.

6. Awareness of the need to disseminate findings through a variety of means, including via the training program to be operated by Inter-America concurrently with the research effort, should be addressed.

7. The proposal should address the receptivity of the researchers and others involved in the research to sharing and coordinzting their findings with other research projects funded under this solicitation. A mechanism for external evaluation of the research should also be provided.

8. Define the research design in terms of the relevance of the results for potential uses and users; keep in mind possible replicability by trained school personnel.

9. Develop a final report that can be disseminated.

Staffing/Management Plan: This section of the proposal should describe the qualifications of the personnel who will be assigned for direct work on this research effort. Information is required which will show the composition of the total personnel efforts, general qualifications, and recent experience with similar research effort. Special attention should be given to the research qualifications of the Principal Investigator.

Resumes of proposed staff which indicate education, background, recent experience and specific research or technical accomplishments should also be included. If they have not been identified, a detailed statement of required qualifications and task responsibilities

must be given. It should be noted that qualifications of proposed staff will weigh substantially in the evaluation of proposals.

Other personnel involved with the research effort, as consultants or through in-kind arrangements with institutions, should also be identified and the extent of their involvement indicated. Summaries of qualifications or resumes for these persons should also be submitted with the proposal. If they have not been identified a specific indication of required qualifications and task responsibilities should be given.

This section should also indicate in chart and/or descriptive form how the various activities will be coordinated so as to demonstrate an awareness of organizational influences on project implementation and control. The proposal should indicate the percentage of time that each person will spend on the project. Respondents should also indicate how their schedules correspond with the schedules of the schools or school districts involved, if applicable.

If not provided elsewhere, respondents should describe current or previous related grants or contracts from which the Principal Investigator and/or institutions have drawn or are now drawing support. Identify program by title and indicate the agency or organization who supported or is supporting the work and the level of financial support given.

Describe other support being received or applied for to support the same or related research involving the personnel who will be conducting the activities of this research effort.

Other considerations for this section may include:

1. Unique arrangements which no one or very few persons, or organizations are likely to have which is mandatory for effectively carrying out this research.
2. Equipment and unusual operating procedures established to protect personnel from hazards associated with this project.
3. Other factors you feel are important to support your proposed research.

Performance and delivery schedules which indicate expected performance and delivery time-lines should be included. Schedules should be shown in terms of calendar weeks or months from the effective date of the grant. Schedules should be such that they can be used for internal or external monitoring of the project progress. Delivery schedules for reports will be as follows:

- Progress Reports (every 3 months after award of research project). Ten (10) copies of the report shall be provided to the project officer;
- Final Reports (1 month after terminiation of research project). The contractor shall provide a camera-ready copy, plus ten (10) copies of a final, edited proofread report following an approved format. Guidelines will be provided to funded researchers;
- An abstract of no more than 250 words shall also be provided with each Progress Report as well as with the Final Report.

Some additional points to consider when completing this section include:

1. Indication of the fact that key project personnel will devote adequate time and energy on the project.

2. If in a school, demonstrate that this is in fact approved by appropriate officials.

3. Provide evidence that there is adequate involvement and support offered by the administrator and especially middle-level administrators and others who have the power to facilitate or impede the project.

4. The experience and achievement of the key personnel should indicate their capabilities in relation to the nature of the research effort proposed.

Cost Proposal:

1. Budget

This section of the proposal should contain a listing of all direct and indirect costs associated with the research project.

The offeror, as a minimum must submit cost proposals fully supported by cost and pricing data adequate to establish the reasonableness of the proposed amount. In addition:

a. The cost for individual elements, such as analytical studies, reports, etc., shall be itemized;

b. The estimated cost of each phase or segment of the offered performance shall be itemized;

c. Breakdown of direct labor cost shall be estimated by major functional areas including number of person hours and applicable actual or average hourly rates, overhead rate, and supporting schedules;

d. Breakdown of cost of materials shall be segregated into purchases, subcontracted items, and other items;

e. Travel estimates should be supported by breakdown including destination, duration, purpose, and cost;

f. Consultants should be listed separately; include a complete breakdown of days, rates, and other items;

g. Indirect cost rates (fringe benefits, overhead, general administration): If your institution does not have approved Federal Government Indirect Cost Rate, include an explanation and supporting calculations of proposed rates.

The following page contains an illustration of the budget format to be used for each phase of the proposed project under this solicitation. A phase implies stages of achievement within the total project. For example, phase I may end with the completion of the preparation for field testing after the first three months of project implementation. A consolidated budget should be included which summarizes total costs by budget category for each proposed phase of the project.

SAMPLE BUDGET

Phase I

Direct Labor	Hours	Rate	Cost
Principle Investigator	100	8.00	800
Research Asst.	200	4.00	800
Clerical Support	100	4.00	400
Total Salaries	400		2,000
Fringe Benefits 15%			300
Total Labor			2300

Travel	
200 miles @ 18.5/mile	'37
Parking - 20 trips x $1.00	20
Other Direct Costs	
Reproduction - 1500 pages @ .05/page	75
Telephone - 12 months @ $20.00 / month	240
Total Direct Costs	2,672
Overhead 50% of Salaries	1,000
	3,672
Fee 7%	257
Total	3,929

2. Other Administrative Data

a. The proposal shall contain a statement to the effect that it is a firm offer for a period of at least 60 days from the date of receipt thereof by InterAmerica Research Associates, Inc.

b. The proposal shall list the names, titles, and telephone numbers of persons authorized to conduct negotiations.

V. Review Process

The following criteria shall be used in Proposal evaluation with each criterion weighted as indicated. The proposal for the basic scope of work will be evaluated in accordance with the Evaluation Criteria.

A. Quality of Research Plans

1. Significance of proposed research, including importance of the topic in terms of basic knowledge or problems in language proficiency assessment, and including the likely magnitude of the contribution that will be made to knowledge if the project is successful. 25 points

2. Quality of the proposed research study, including the following concerns:

   a. thoroughness and soundness of the rationale in terms of the analysis of relevant issues and previous research;

   b. appropriateness of design, methodology, and analytic strategies;

   c. appropriate use of the methods or perspectives of a variety of research disciplines;

   d. appropriate collaboration with educational practicioners, community members, or other individuals working or living in research sites;

   e. likelihood of success of the project. 30 points

B. Personnel

1. Quality and relevance of training and prior research experience;

2. Appropriateness of the mix of the disciplinary backgrounds of the personnel. 20 points

C. Management and procedures

1. Clarity and efficiency of plans for project management; 10 points

2. Adequacy of support facilities; 5 points

3. Cost effectiveness. 10 points

TOTAL 100 points

APPENDIX B

Breakdown of Proposals Submitted 11/26/79
According to Categories Addressed in RFP

12/5/79

LANGUAGE ASSESSMENT PROJECT

Proposals Submitted 11/79

Cognitive abilities and proficiency in a first and second language

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
Cummins, Jim	A Study of the Relationship Between First Language Proficiency in Japanese and Vietnamese Immigrant Students (FF)	Toronto, Canada	Testing/ Stat. Analysis	60 Cantonese speaking students (ages 10-11; 14-15) 64 Japanese-speaking students (grades 1 & 5)	To determine effect of cogn./ academic ability on L2 acquisition	$16,245	C,K,P
Carroll, Fairlee W. (Northern Arizona U.)	An Assessment of the Interdependence of Cognitive Abilities and Lang. Prof. Data from the Colorado River Indian Tribes Reservation (H)	Colorado Ind. Tribes Reservation, CO	Testing/ Stat. Analysis	Elementary bil. students	To determine if minimum level of performance in L1 is necessary before introduction of L2 to avoid cognitive/ academic difficulties	37,911	K,P,V
Cox, Barbara (Systems and Evaluation in Education)	Language and Cognitive Development in Bilingual Communication	Rio Grand City, Texas	Interviews, Observation, Teacher rating	Spanish-speaking bil. students: 48 K & 48 3rd graders	To determine: 1. background variables contributing to bil. lang. devp. 2.rel. of bil/cogn. functioning	17,718	P,C,V
Diaz, Joseph (Penn. State University)	The Relation of Cognitive Abilities in Social Studies and Science to English and Spanish Language Proficiency, Grades 7-9 (E)	SE section of Penn.	Testing/ Stat. Anal.	600 Hispanic students: grades 7-8	To determine rel. of cognitive abilities and achievement in social studies & science	$30,000	P,C,V
Lombardo, Maria (Boston U.)	A Comparison of the Cogn. & Reading Development of Italian/American Bil. & Monolingual Students (V)	Boston, MA	Questionnaire, Testing, Teacher estimates, Stat.Anal.	30 6th grade students: 20 Italian/ American, 15 Italian 15 American	To determine effect bilingual communication has upon cogn. dev'p	14,895	C,K,P

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Cognitive abilities and proficiency in a first and second language (cont.)

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewer
Treger, Betsy (Boston Public Schools)	Reading Comprehension of Spanish and Chinese Speaking Students: The Relationships Between Native & Second Lang. Oral Ability & World Knowledge (F)	Boston, MA	Testing (eg Cloze) Stat. Analysis	234 Spanish-speaking, 1200 Chinese-speaking students: grades 2-8	To determine correlation between existing oral lang. ability, reading comp., world knowledge	25,288	F,G,K
Tarmus, Reuben	Proposal for an Investigation into the Factors Affecting Successful Mainstreaming of Spanish-speaking Students (A)	Philadelphia, PA	Questionnaire, Interviews, Testing, Stat. Analysis	40 moneling. Eng., 40 bil. Spanish students: 3-4 grade	To determine linguistic/cogn. characteristics of successfully mainstreamed students	4,644	F,G,K

LANGUAGE ASSESSMENT PROJECT

Proposals Submitted 11/79

Setting and Proficiency in a First and Second Language

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
...rman, ...bers of ...ston)	Assessing Language Proficiency in Bilingual Persons--An Interdisciplinary Approach (M)	Houston, Texas	Survey/ Testing	2 classes: 1st grade/ bilingual Spanish	To assess language proficiency in instructional & spontaneous situations	$25,376	K,P,V
...cia, ...ne E. ...of Cal)	Bilingualism in Children & Families & Schools: A Follow-up (L)	Salt Lake City, Utah	Observation/ Interviews/ Stat. Anal.	25-39 low income Mexican-American bil. families	To document changes relating to bil. dev'p in its relationship to family & school interaction (longitudinal study follow-up)	21,069	C,K,P
...ind Res. ...dation	Research Program for the Development & Application of a New, Innovative Ed. Program--the Lozanov Learning Method (Z)	not specified	Interview/ Testing		To develop and assess means of teaching L2 by Lozanov learning method	25,465	P,C,K
...es- ...tini ...IRA)	Interrelation Between Contextual Variation in Lang. Use and Lang. Prof. (I)	St. Croix	Questionnaire, Testing	150 Puerto Rican students (3rd & 4th grades)	To determine the rel. betw/ lang. prof. and lang. usage in various situations	27,608	P,P,V
...ck, ...d ...ch ...)	A Proposal for Assessing the Language Proficiency of Bil. Persons (P)	Fairfax County, VA	Observation Stat. Analysis	18 LEP students: Grades 1,3,5	To develop an assessment device to determine oral lang. prof. of LEP students	$23,067	P,C,K
...ues-Brown, ...rsity of ...o)	Bilinguals' Home & School Languages: An Ethnographic Study (D)	Possibly Chicago, Ill.	Observation (micro-ethnography), Stat.Anal.	4 Spanish-Eng. Bil. students: 3rd grade	To determine & evaluate how differences betw/ home & school perceptions of lang. affect prof.	29,989	P,P,V
...r, Joel ...rsity of ...o)	Language Variations in the Assessment of Communicative Competence of Bilingual Children (R)	various sites	Conversational role playing, Testing, Stat. Analy-	100 students: various ages and groups	To synthesize data and determine situational factors which affect communica-	19,268	P,C,K

Language Acquisition

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
Cadena, Maria (NABE1.)	Spanish Language Acquisition: A Proposal to Conduct a Research Study of the Acquisition of Spanish Verbal Tenses Among Hispanic Children Ages 3-7 (C)	San Francisco	Observation/ Testing/ Stat. Analysis	50 Spanish-speaking students (ages 3-7)	To determine the sequence of development of Spanish verbal forms in the speech of Spanish-speaking children	$25,462	K,P,V

12/5/79

LANGUAGE ASSESSMENT PROJECT

Breakdown of Proposals Submitted 11/26/79
According to Categories Addressed in RFP

Competence in Classroom Communication

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewer
Allemain de Schumann, Ana Maria	The Effect of Teacher Language Proficiency on Language Use Patterns and Proficiencies in First Grade Bilingual Students (H)	Union City, NJ	Observational/ Stat. Analysis	10 teachers/ 1st gr. Hispanic students	To determine the effect of teacher language profiency on student language abilities	$10,483	K,F,V
Gonzales, Phillip (University of Washington)	Assessing Language Prof. (DD)	South Bend, Ind.	Observation/ Stat. Anal.	Hispanic students	1. To identify settings (in classroom used to elicit language 2. id. lang. prof. in a variety of classroom situations 3. Dev'p lang. assess. strategies for use by teachers	30,025	V,F,C
Krashen, Stephen D. (University of S. Cal.)	The Role of Conversational Strategies in Childhood Language Acquisition (EE)	Santa Ana, CA	Observation	200 students (ages 7-11) 90 Spanish bil., 90 Vietnamese bil. students, 70 English monolingual	To determine how tional strategies classroom learning	25,462.80 utilization of converse- influences	F,C,K
Hall, Luis C.	Bilingual Communication in Classroom Contexts (O)	San Diego, CA	Observation, Interview, Stat. Anal.	12 Spanish/English speaking students of a 2nd/3rd grade comb. class	To develop and test communication activities which will yield data on communication strategies	45,923	F,C,V

F = Lilly W. Fillmore
C = Fred Genesee
K = Deborah Keller-Cohen
P = Paul Platero
V = Guadalupe Valdés

Competence in Classroom Communication (cont.)

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
Harvner, Dabney (NYU)	Turn-Taking & Requestives: Two Aspects of Communicative Competence in a Bilingual Pre-school Classroom (Q)	New York City	Observation/ Testing, Statistical Anal.	4 Spanish-speaking bil. pre-school children	To extend understanding of the nature of turn-taking and requestives in pre-school children who are becoming bil.	$20,000	C,K,P
Hinsone, D. Pauline Rosa (Nat'l Inst. for Bilt. Ed.)	Assessment of Competence in Classroom Communication, English Navajo (J)	Alamo, New Mexico	Observation, Questionnaire Testing	Navajo students Grades K-3	To determine: 1. Typical demands placed upon students in bil. classrooms, & 2. How child copes with these demands	32,480	F,C,V

Methods for Assessing Proficiency in a First and Second Language (cont.)

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
Gonzales, Phillip (University of Washington)	Assessing Language Prof. (DD)	South Bend, Indiana	Observation/ Stat. Anal.	Hispanic students	1.To identify settings (class) used to elicit language 2.To identify proficiency in a variety of classroom situations 3.To develop lang. assessment strategies for use by teachers	30,025	V,F,G
Lazarus, Peggy	Proposal in Assessing the Language Prof. of Bilingual Persons (S)	Pinon, Arizona	Observation, Interview, Stat. Anal.	Navajo bil. students, Pinon Boarding School	To develop methodology for assessment of bil. children's communicative comp.	25,750	G,K,)
Martin, Paula (Col. Eval. Services)	A District-wide Oral Language Assessment Plan & Option for Pocket Language Groups (U)		Interview-Conversation	Pocket language groups (appr. 21 groups)	To develop & refine assessment instrument for district-wide assessment of 1st and 2nd l language proficiencies of students in bil. programs	$13,532	F,G,K
Mazon, M. Reyes	Gloria & David Oral Languag Assessment—A Sentence Repetition Task (G)	various	Testing	Spanish/ bilingual students	To refine the instrument, which produces individual language profiles, and to derive numerical scores	34,933	G,K,P
Shih, May (Washington State University)	Communicatively Focused Tasks & Tasks Which Focus on Lang. Form: An Evaluation of Techniques for Diagnosing ESL Learners' Command of English Grammatical Rules (AA)	Pullman, WA	Testing/ Stat.Anal., etc.	37 bil. students (K-12); 20 countries, languages	To evaluate techniques for assessing ESL learners' productive & receptive command of Eng. grammatical structures	19,275	G,K,P
Silver, Jacob (Learning Research Associates)	Assessing the Language Prof. of Bil Persons (X)	Michigan	Interview/ Content Analysis	252 bil. students of Michigan	To develop a classroom Eng. communication competence instrument	29,573	F,P,V

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LANGUAGE ASSESSMENT PROJECT

Proposals Submitted 11/79

Methods for Assessing Proficiency in a First and Second Language

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
Bergman, Nancy (Hartford School District)	Methods for Assessing Proficiency in a First and Second Language (S)	Hartford, Conn.	Testing/ Stat. Analysis	Puerto-Rican students	To develop a system for assessing prof., which may be utilized for placement purposes in school districts	$24,910	F,P,V
Cahir, Stephen R. (CAL)	A Sociolinguistic Interpretation of Legal Terms for Bilingual Language Assessment (T)		Observation/ Interview/ Testing/ Stat. Analysis	6 1st grade Hispanic students	To collect empirical data relating to legal terms used in ed. policy documents issued by legislatures, etc.	$33,089	F,C,V
Cohen, Bernard	Development and Field Testing of Guidelines & Procedures for Conducting Bilingual Education State-Wide Needs Assessment Based on Language Proficiency (R)	One of the following: Idaho, Michigan, RI, Illinois	Statistical		To determine bil. ed. needs assessment in districts throughout chosen state	20,997	K,P,V
Cziko, Gary (U. of Ill.)	Investigating a Criterion Referenced Approach for Assessing the Language Proficiency of Bil. Students (BB)	Champaign, Ill.	Testing/ Stat. Anal.	30 LEP high-school students (appr. 10 language groups)	To develop integrative test of 2nd lang. prof.	$ 8,229	K,P,V
Fraser, Bruce (Boston U.)	Research on the Figurative Language Ability of the Bilingual Child (H)	Boston, MA	Observation/ Stat. Anal.	60 students: ⅓ bil, ⅓ monolingual, grades 4&7	To develop methodology to determine bil. student's understanding of figurative language	33,400	F,P,V

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Methods for Assessing Proficiency in a First and Second Language (cont.)

Author	Title	Place of Study	Method	Subjects	Purpose	Budget	Reviewers
von Maerssen, Margaret (U. of Southern Cal.)	Spanish First Language Acquisition Research Project (CC)	U. Southern Cal.	Stat. Research/ Stat. Analysis	From previous research	1.To extend research relating to L1 acquisition and publish handbook & monograph for educators 2.To apply to materials and test assessment	1.$18,217 2.$10,180	F,P,V

APPENDIX C

Proposal Solicitation
April 21, 1980

Solicitation for Proposals
in Assessing the Language Proficiency of
Bilingual Persons

Proposal Solicitation No. 400-79-0042

Issued: April 21, 1980

Due Date: July 14, 1980 - 12:00 (Noon)

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Solicitation for Proposals in Assessing the Language Proficiency of Bilingual Persons

Overview

Proposals are being sought for fundamental research projects on issues associated with the assessment of language proficiency of students from second language backgrounds being served in bilingual education programs. The research, under this solicitation, will consist of a competitive program designed to support a number of relatively small basic research projects in four areas. The areas and the issues to be addressed through responses to this solicitation are:

- Cognitive abilities and proficiency in a first and second language;
- Setting and proficiency in a first and second language;
- Competence in classroom communication;
- Methods for assessing language proficiency in a first and second language.

The second of two one-year funding cycles will begin in the fall of 1980 for research on the language proficiency of bilingual students from preschool through high school. A bilingual here is defined in a broad sense as referring to a student who lives in a two-language environment regardless of how well he or she speaks the non-native language. This definition should not be construed to include different varieties of the same language, no matter how distinct they may be. Thus research focusing on regional varieties (dialects) is not eligible for funding under this solicitation. Research studies focused on adult communicative competence are also ineligible for funding through this solicitation. It should be noted that research which focuses on bilingual students from a variety of ethnic and cultural backgrounds is strongly encouraged. The specific details of the research that will be funded are found on page 5 entitled Eligible Research.

Proposals will be funded on a one year basis only. Approximately $200,000 is available for this effort. It is the intention of InterAmerica Research Associates to support a small number of quality research projects. It is estimated that 6-10 projects may be funded under this solicitation. Offerors should take these considerations into account in developing their proposals.

In coordination with the research, a program of professional development organized by InterAmerica Research Associates will be ongoing. It will involve the familiarization of a small group of teachers with new, research-based approaches to assessment and will include language proficiency research conducted as a result of this solicitation. Through the training program teachers will be assisted in interpreting and applying this accumulated research knowledge, through workshops, seminars, and guided research.

It is anticipated that some of the researchers will participate as trainers in the teacher training effort associated with this contract. In addition, funded researchers will be funded to participate in a three day conference. To share findings, provide feedback to each other and to critically review the results of the research. InterAmerica will budget funds separately for the conference and the teacher training activities; they need not be addressed in either the Technical or Cost Proposals.

Statement of Need. Present efforts to provide schooling to students from non-English language backgrounds suffer. Students are often misdiagnosed or misplaced as a result of inadequate measures of language proficiency. For this reason educators and program administrators need to have more accurate measures of students' proficiency in their home language and in English in order to design and provide more appropriate schooling. Existing measures of language proficiency are often restricted to formal tests which tap only a narrow range of grammatical, phonological and lexical knowledge. They give little indication of how well and how successfully the student may actually

use language in a range of social settings (e.g., in school, at home, among his or her peers, or in the community at large). Further, little is known about how scores on these tests relate to communicative competence. In addition, the tests may fail to provide information that is of use to the teacher for instructional planning, because the skills measured by the tests (e.g., phonological differences) may differ from the skills that are important for learning effectively in the classroom (e.g., ability to comprehend a reading passage). Finally, since existing tests of language proficiency often confound linguistic skills with underlying cognitive skills such as memory, problem solving, or creative thinking, ways are needed (if possible) to distinguish these in order to obtain an independent assessment of language proficiency, or at least to determine the relationship between linguistic and cognitive development. As a practical goal of language assessment, teachers need to be able to relate students' language proficiency to the kinds and levels of proficiency required for effective participation in their classrooms, and they need to know how to carry out such as assessment realistically and interpret its results in meaningful ways.

Objective of the Research Effort. Because so little is known about fundamental factors affecting communicative competence, and the interaction of proficiency in two languages with proficiency in each language and with other cognitive and social factors, proposals on a broad array of basic research topics are considered appropriate for funding under this solicitation.

Basic research is sought which will better enable educators and scholars to measure language proficiency in both English and in a student's native or home language in a manner that is sensitive to the range of the student's (pre-school through high school) communicative and cognitive competence, and that is educationally useful. The specific objective of the research is to study characteristics of students' language competence/proficiency in a variety of natural communication situations, as a foundation for developing better theories and working notions of language proficiency,

and/or communicative competence, and in turn, for developing effective techniques for measuring language proficiency of students whose native or home language is other than English.

Since research on language proficiency/communicative competence has in recent years been pursued somewhat independently in a number of disparate fields, including sociology, anthropology, linguistics, psychology, education, and speech communication, this solicitation seeks proposals from a broad range of disciplines. It especially encourages research strategies from fields such as ethnography of communication, psychometrics, survey sociology, sociolinguistic analysis of discourse variables, developmental psycholinguistics, and cross-cultural socialization.

Definition of Terms. The concept of communicative competence, developed by Hymes, is critical to language proficiency research. It deals with the social and cultural knowledge an individual is assumed to have to enable him or her to use and interpret linguistic forms (oral and written) appropriately in given contexts.

Language proficiency, as used herein, refers to the fluency and accuracy with which an individual manipulates language skills for communicative purposes in the receptive and expressive areas. It thus forms part of communicative competence and is to be understood as including both receptive and productive skills in both oral and written language modes.

From this perspective, assessment of communicative competence addresses the question: How appropriately does an individual interpret/respond to and transmit meaningful messages in a range of specified contexts? It encompasses both non-verbal behavior and cultural knowledge in addition to linguistic/communicative knowledge. Assessment of language proficiency addresses the question: As measured on a defined continuum, how well does a person use one or more languages, including speaking, understanding, reading, and writing? While it is not possible to establish an absolute distinction between the notions of language proficiency and communicative

competence, the understanding here is that the term language proficiency is subsumed within the broader concept of communicative competence.

Eligible Research. The areas eligible for research are described below. Possible research questions are offered as examples, and should not be construed as limiting a researcher's creativity in responding to the issues.

1. Cognitive abilities and proficiency in a first and second language:

   - What is the relationship between cognitive abilities and language proficiency? Do different levels of bilingual proficiency effect cognitive abilities?
   - What cognitive demands are implicit in instructional tasks which affect the types of language proficiencies that appear to be involved in performing these tasks?
   - Are particular levels or types of cognitive development necessary for the acquisition of a second language?
   - How can cognitive demands, such as memory or problem solving, be disentangled from linguistic demands?

Research might include, but is not restricted to, associational studies, cross-sectional studies across age spans or between critical transitions (e.g., from childhood to adolescence), or task analysis of the linguistic and cognitive demands of instructional activities.

2. Setting and proficiency in a first and second language:

   - In what situations does communication take place, and how can particular situations determine or constrain language use?
   - What are variations in language usage by students across different settings or situations?
   - How do contextual variations in language use affect measurement and interpretation of proficiency?

- How do school relevent proficiencies affect non-school situations?
- How can socio-cultural determinants of appropriate language behavior be controlled for or exploited in assessment practices?

Research strategies might include, but are not restricted to, case studies of individual students, naturalistic observation of language use in various contexts in and out of school, or contrastive studies of the findings of different assessment strategies.

3. Competence in classroom communication:
   - What are typical communication demands (oral and written) in both English and native languages that are placed on students in bilingual classrooms?
   - What are the ways in which students of varying degrees of English and native language proficiency cope with communication demands in bilingual classrooms?
   - What are the effects of teacher language proficiencies on classroom communication characteristics?
   - How does the social structure of the classroom affect the way in which children use one or two languages?

Research might capitalize on, but is not restricted to, ethnographic methods of observing language use in a particular context, on other methods for recording and analyzing natural behavior (including language), or on more traditional methods for studying communication.

4. Methods for assessing proficiency in a first and second language:
   - How does knowledge that language use varies across different contexts provide understanding of the relationship between results obtained on objective language assessment measures (i.e., standardized and/or criterion referenced tests) and ethnographic data?

- In what way can language assessment procedures be structured so as to integrate ethnographic data and criterion-referenced and norm-referenced test results?

A variety of disciplines and mixtures of research methods can and should be drawn upon in investigating any of the above topics (e.g., naturalistic observation, traditional psychometrics, sociolinguistic analysis, etc.).

Although it is not absolutely required, in order for the results of this research to have maximum use in improving classroom assessment practices, proposals should, to the greatest extent possible, be structured to address research questions which directly affect bilingual classroom practices. Where relevant, proposals should reflect an awareness of classroom realities, the needs facing teachers, and the constraints and opportunities affecting the classroom situation.

Guidelines for the Preparation of Proposals

Eligible Offerors. A proposal is generally prepared by the principal investigator on whose behalf it is submitted. Proposals may be submitted by academic institutions, non-profit and profit making organizations, state education agencies (SEA's), local education agencies or a combination thereof. Proposals from graduate students and unaffiliated investigators may also be submitted.

Application Procedures. Research Proposals should be in two parts - a Technical Proposal and a Cost Proposal. Each of the parts must be separate and complete in itself so that evaluation of one may be accomplished independently of and concurrently with evaluation of the other.

The deadline for receiving proposals is noon, July 14, 1980. Eight (8) copies of the Technical Proposal and three (3) copies of the Cost Proposal should be submitted

to:

Charlene Rivera
Language Assessment Project Director
InterAmerica Research Associates
1555 Wilson Boulevard, Suite 600
Rosslyn, Virginia 22209

Any proposal received at the office designated in the solicitation after the exact time specified for receipt will not be considered unless it is received before award is made, and:

- it was sent by registered or certified mail not later than the fifth calendar day prior to the date specified for receipt of offers (e.g., an offer submitted in response to a solicitation requiring receipt of offers by the 26th day of the month must have been mailed by the 21st or earlier);
- it was sent by mail or telegram or other guaranteed courier service and it is determined that the late receipt was due solely to mishandling by InterAmerica Research Associates after receipt:
- it is the only proposal received.

Any proposal modification submitted after submission to InterAmerica is subject to the same conditions as described above. It should be noted however that this does not apply to the normal revisions to proposals by offerors selected for discussions during the usual conduct of negotiations with such offerors (those determined to be within the competitive range).

The only acceptable evidence to establish the date of mailing of a late proposal or modification sent either by registered mail or certified mail is in the postmark on both the envelope and wrapper and on the original receipt from the U.S. Postal Service or other appropriate courier service (such as Federal Express). If neither postmark shows a legible date, the proposal or modification of proposal shall be deemed to have been mailed late. The term "postmark" means a printed, stamped, or

otherwise placed impression exclusive of a postage meter machine impression that is readily identifiable without further action as having been supplied and affixed on the date of the mailing. Therefore, offerors should request the postal clerk or other courier service to place the date sent on both the receipt and on the envelope or wrapper.

Proposals may be withdrawn upon receipt of a telegram or in person by an offeror or his/her authorized representative, provided his/her identity is made known and he/she signs a receipt for the proposal prior to award.

The Technical Proposal. A research proposal consists of the components described below in the order listed. Pages should be typed on one side only, double spaced, numbered consecutively at the bottom, with a one-inch margin at the top. Each copy of a proposal should be stapled in the upper left-hand corner but otherwise unbound. Eight (8) copies are required, at least one of which must be signed by the principal investigator and by an official authorized to commit the submitting institution (if there is one) to the conduct of the project and to the management of funds. Any reprints or other materials to be considered with the proposal should also be furnished in sets and attached to the individual copies of the proposal.

Title Page. The title page should contain the names of the Principal Investigator(s) and the institutional affiliation and authorized negotiator (if applicable). The title of the proposed research should be accurate and descriptive.

Table of Contents. The major elements and subelements of the proposal should be listed with their page numbers.

Project Abstract. A summary of the proposed research suitable for publication is required. This abstract, about 250 words in length will be the basis for publication of information about the project if an award is made. The phrasing of the abstract should avoid first person pronouns, and be informative to other

professionals in the same or related fields. It should include a statement of the research objectives, the technical methods to be employed, and the significance of the proposed research.

Description of the Proposed Research. Technical Proposals should be prepared using the following format. It should not exceed 30 double-spaced pages in length.

Introduction/Background. The introduction/background should provide an overview of the proposed project, and should indicate generally the population and issues to be studied.

Scope of Work. A description of the setting and the demography of the area in which the research will take place should be provided. It should include, insofar as the information is relevant, the following:

- community language history;
- description of bilingual program classroom(s) where research effort is expected to take place (if applicable);
- Principal investigator's and/or institution's experience working with the community and/or school district where it is expected the research effort will take place (where appropriate to the proposal);
- description of any cooperative agreements that have been entered into insofar as research sites are concerned (if applicable);
- history of involvement in similar-type research by the Principal Investigator.

The first part of this section should include a description of the proposed sampling plan, if applicable. Relevant variables and a

plan for their control should be described. This component of the proposal should include a detailed definition of independent and dependent variables and their relationship to one another.

In addition, this section should succintly present the conceptual framework, hypotheses, aims, methods, and expected results of the proposed research. There should be a clear and logical relationship among: (a) the basic idea of the research proposal, (b) its specific aims, (c) its methodology, (d) the stated justifications or felt need for the project and (e) lines of linkage to existing practices or theory.

The proposal should indicate whether or not the approach being proposed offers anything that might be new or that clearly warrants support for tryout, or constitutes a significant contribution to existing knowledge or practice.

There should be a clear and logical relationship among the methodlogy identified for studying the proposed research question and the research design. There should be a description of the relevance of the results for potential uses and users keeping in mind possible replicability by trained school personnel.

The second part of this section should contain a precise, detailed sequential set of tasks to be performed in order to collect and analyze the information related to the research issues under investigation and to report the findings. Tasks should be justified individually and together so as to demonstrate a clear and logical

relationship to the proposed project purpose.

- Potential problems and proposed means of dealing with them should be described in detail. In this regard, a mechanism for external evaluation of the research should also be provided.
- The proposal should provide adequate provisions for maintaining communications with InterAmerica and other projects funded under this solicitation. Included should be provisions for short monthly and quarterly reports which document the research in progress. The plan for developing the final report should be delineated.
- The researchers should demonstrate awareness of the need to disseminate findings through a variety of means. Researchers may be asked to share their findings with the Language Proficiency Teacher Training Program operated by InterAmerica concurrently with the research effort.
- The proposal should address the receptivity of the researchers and others involved in the research to sharing and coordinating their findings with other research projects funded under this solicitation.

Staffing/Management Plan. This section of the proposal should describe the qualifications of the personnel who will be directly involved in the research effort. Information is required which will show the composition of the total proposed personnel, their general qualifications, and recent experience with similar research efforts. Special attention should be given to the research qual-

ifications of the Principal Investigator. Resumes of the proposed staff which indicate educational background, recent experience and specific research or technical accomplishments should also be included. If the staff have not been identified, a detailed statement of required qualifications and task responsibilities must be given. It should be noted that qualifications of proposed staff will weigh substantially in the evaluation of proposals. Other personnel involved with the research effort, such as paid consultants or consultants through in-kind arragements with institutions, should also be identified and the extent of their involvement indicated. Summaries of qualifications or resumes for these persons should also be submitted with the proposal. If consultants have not been identified, a specific indication of required qualifications and task responsibilities should be given.

A chart and/or descriptive account showing how the various activities will be coordinated should be included so as to demonstrate an awareness of organizational influences on project implementation and control. The number of months or percentage of effort to be devoted by each individual named in the proposal should be stated regardless of the source of support. Respondents should also indicate how their schedules correspond with the schedules of the schools or school districts involved, if applicable.

If not provided elsewhere, respondents must describe current or previous related grants or contracts from which the Principal Investigator and/or institutions have drawn or are now drawing

support. In addition, all other support being received or applied for to support the same or related research involving personnel who will be conducting the activities of this research effort must be listed. Identify the program by title and indicate the agency or organization which supported (or is supporting) the work, and the level of financial support given.

Other considerations for this section include:

- unique arrangements which no other - or very few - persons or organizations are likely to have which are essential for effectively carrying out this research;
- equipment and unusual operating procedures used to protect personnel from hazards associated with this project. If the special needs of the proposed research require equipment, not available, it may be rented or leased for the time required. No non-expendable equipment may be purchased under this subcontract.
- other factors you feel are important to support your proposed research.

Performance and delivery schedules which indicate expected performance and delivery time-lines should be included. Schedules should be shown in terms of calendar weeks or months from the effective date of the subcontract. Schedules should be such that they can be used for internal or external monitoring of the project progress. Delivery schedules for reports will be as follows:

- brief (2 pages) monthly progress reports; two (2) copies of the report shall be provided to the Project Director.
- tri-monthly reports beginning three months after subcontract award; they should document the research in progress and indicate the status of the work within each area of the

research. Five (5) copies of the report shall be provided to the Project Director.

- final reports (1 month after termination of research project). The subcontractor shall provide a camera-ready copy, plus ten (10) copies of a final, edited proofread report following an approved format. Guidelines will be provided to funded researchers.
- an abstract of 250 words shall be provided with the final report.

Some additional points to consider when completing this section include:

- indication of the fact that key project personnel will devote adequate time and energy on the project.
- if in a school, demonstration that the project is in fact approved by appropriate officials. Evidence must be provided to demonstrate support offered by the administrators and especially middle-level administrators and others who have the power to facilitate or impede the project.
- the experience and achievement of the key personnel should indicate their capabilities in relation to the nature of the research effort proposed.

Appendices. These may be included as appropriate to support the information provided in other elements of the proposal. Updated vitas of senior personnel should also be included.

The Cost Proposal. This seciton of the proposal should contain a listing of all direct and indirect costs associated with the research project. The offeror, as a minimum, must submit cost proposals fully supported by cost and pricing data adequate to establish the reasonableness of the proposed amount. Three (3) copies must be submitted with the Technical Proposal.

In addition:

- the cost for individual elements, such as analytical studies, reports, etc., should be itemized;
- the estimated cost of each phase or segment of the offered performance should be summarized;
- breakdown of direct labor cost shall be estimated by major functional areas including number of person hours and applicable actual or average hourly rates, overhead rate, and supporting schedules;
- breakdown of cost of materials shall be segregated into purchases, subcontracted items, and other items;
- travel estimates should be supported by breakdown including type of transportation, destination, duration, purpose and cost: mileage rates for personal automobiles should be calculated at 18.5¢ per mile;
- consultants should be listed separately; complete breakdown of days, rates, and other anticipated expenses should be included;
- indirect cost rates (fringe benefits, overhead, general administration): If your institution does not have an approved Federal Government Indirect Cost Rate, an explanation and justification for the proposed rate should be included.

The following is an illustration of a budget format that can be used. A phase implies stages of achievement within the total project. For example, Phase I may end (after the first three months of project implementation) with the completion of the preparation for field testing. Phase II may conclude with the collection of data; and Phase III may include data analysis and preparation of the final report. Regardless of whether the project is divided into phases a consolidated budget should be included which summarizes total costs by budget category for the entire project.

COST PROPOSAL
SAMPLE BUDGET

Phase I September 1 - June 15

Preparation for and Initial Field Testing

Direct Labor	Hours	Rate	Cost
Principal Investigators			
GC	380	15.00	5,700.00
AW	120	10.00	1,200.00
Research Assistants			
RF	380	7.00	2,660.00
RH	380	7.00	2,660.00
WF	380	7.00	2,660.00
Clerical Support	190	5.00	950.00
SUBTOTAL	1930		15,830.00

Phase II June 16 - August 31

Research Implementation and Analysis of Data

Direct Labor			
Principal Investigators			
GC	300	15.00	4,500.00
AW	300	10.00	3,000.00
Research Assistants			
RF	150	9.00	1,350.00
SUBTOTAL	750		8,850.00
Total Labor	2680		24,680.00
Supplies (e.g., cassette tapes)			200.00
Travel 500 miles at 18¢/mile			90.00
Reproduction - 600 pages at 5¢/page			30.00
TOTAL			25,000.00

Other administrative issues:

- The proposal shall contain a statement to the effect that it is a firm offer for a period of at least 60 days from the date of receipt thereof by InterAmerica Research Associates, Inc.
- The proposal shall list the names, titles, and telephone numbers of persons authorized to conduct negotiations.

Proposal Processing and Evaluation

Eligible research projects will be selected by a review panel of experts representative of a broad variety of language and cultural backgrounds, who are knowledgeable with regard to language assessment issues, the ethnography of communication, first and second language acquisition, sociolinguistics, psycholinguistics and psychometric research. (Proposals which do not address the issues listed here will not be considered responsibe to this solicitation unless sufficient justification for their consideration is given. The final decision in such cases will be made on the basis of the recommendations of the review panel.)

InterAmerica plans to process proposals as quickly as possible. The time required for final action will usually be six to nine weeks, exclusive of delays occasioned by modifications or supplementary submissions.

Evaluation Criteria. The award of subcontracts from InterAmerica under this solicitation is discretionary. In general, projects will be supported in order of merit to the extent permitted by the available funds. The following criteria shall be used in proposal evaluation with each criterion weighted as indicated:

Quality of Research Plans

- Significance and appropriateness of proposed research, including importance of the topic in terms of basic knowledge of problems in language proficiency assessment, and including the likely magnitude of the contribution that will be made to understanding of language proficiency if the project is successful. 25 points

  Quality of the proposed research study, including the following concerns:
  - thoroughness and soundness of the rationale in terms of the analysis of relevant issues and previous research;
  - appropriateness of design, methodology, and analytic strategies;

- clarity of the logical relationship between the project purpose and the proposed methodology;
- likelihood of success. 30 points

Personnel

- Quality and relevance of training and prior research experience;
- Indication of competence to carry out research;
- Appropriateness of the mix of disciplinary backgrounds of personnel;
- Appropriate collaboration with educational practitioners, community members, or other individuals working or living in research sites 15 points

Management

- Clarity and efficiency of plans for project management; 25 points
- Adequacy of support facilities. 5 points

TOTAL 100 points

Administration of Research Support

Projects selected for support may be funded through fixed-priced subcontracts, consultantships or other agreements made between InterAmerica Research Associates and the proposing organizations. Most projects will be supported by means of subcontracts which will be administered in accordance with the General Provisions of the NIE contract (No. 400-79-0042) "Assessing the Language Proficiency of Bilingual Persons".

The administration of the supported activities is governed by the provisions of the award. Primary responsibility for compliance with these provisions rests with the institutions and/or individual selected.

APPENDIX D

Breakdown of Proposals Submitted 7/14/80
According to Categories Addressed in RFP

8/4/80

LANGUAGE ASSESSMENT PROJECT

Breakdown of Proposals Submitted 7/14/80
According to Categories Addressed in RFP

Cognitive Abilities and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Cordova-Ferrer, Jacqueline Individual	The Relationship Between Cognitive Ability and Language Proficiency in a First and Second Language of Bilingual Persons	School District #1, Manhattan	Tests, Observation, Data Analysis	4 Classrooms 6th grade	Determine relationship between cognitive ability and language proficiency	School District #1, Manhattan	$10,285.00	
Garcia, Eugene Arizona State University	Bilingual Proficiency Socio-economic Class and Cognitive Functioning	Tempe, Arizona	Tests, Statistical Analysis	50 subjects 1st grade Span./Eng.	Assess the relationship between bilingualism and cognitive functioning	None	$22,997.00	G,K,V
Herbert, Charles CHECpoint Systems	A Study to Ascertain and Define Oral and Written Language Acquisition and Proficiency in Spanish and English Speaking Students for Grades K-12	Los Angeles City Schools	Tests, Oral and written samples, Statistical Analysis	K-12 200 Bilingual students	To determine language acquisition and proficiency through computer analysis of oral and written work	Los Angeles Unified School District	$31,128.00	F,K,V
Hernandez-Chavez, Eduardo Individual	Study of Graphic Sense and Its Effects on the Acquisition of Literacy	Calistoga, CA	Interviews, tests, data analysis	180 preschool 4-6 years old K-1st grade students	Study the development of children's conceptualization of written language	Calistoga Joint Unified School District	$29,288.00	F,K
Lombardo, Maria Boston Univ.	A Comparison of the Cognitive and Reading Development of Italian/American Bilingual and Monolingual Students	Boston, Mass. Brooklyn, N.Y. Perugia, Italy	Tests, questionnaire, statistical analysis	10-13 years old, 6th graders, 140 students, 60 Itl/Amer.	Relationship between cognitive, oral language, reading, and achievement levels of bilingual and monolinguals	Boston Public Schools Brooklyn Public Schools	$43,395.00	G,P,V

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8/4/80

LANGUAGE ASSESSMENT PROJECT

Breakdown of Proposals Submitted 7/14/80
According to Categories Addressed in RFP

Cognitive Abilities and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Ramirez III, Manuel Systems and Evaluation in Education and Mental Health	Patterns of Dual Language Acquisition in a Bilingual Community: Linguistic and Cognitive Characteristics	McAllen, La Joya, Rio Grande City, and Roma, Texas	Tests, interviews, data analysis	140 3rd grade students	Identify and describe linguistic and cognitive characteristics that relate to child's experiences in dual language acquisition	None	$22,000.00	F,G,P
Redlinger, Wendy ACCESS	Naturalistic Acquisition of English-and-Spanish-As-A-Second Language Among Five-Year Old Immigrant and Reverse Migrant Hispanic Children	Washington, D.C. San Juan, P.R.	Observation, questionnaire test, data analysis	6 children 3 - D.C. 3 - P.R.	Implication of processes of second language learning to language assessment	None	$32,451.00	G,K,V
Sanchez, Rosaura Univ. of Calif.	Cognitive Abilities and Proficiency in a First and Second Language	Chula Vista, San Ysidro, Calexico, and El Rancho School Districts	Observation, tests, questionnaire, statistical analysis	800 3rd and 6th grade Hispanic students	Compare cognitive development of bilingual Spanish/English students with Mexican students	Calexico El Rancho	$27,806.00	F,K,V
Wiggins, Thomas Univ. of Oklahoma	Are Cognitive Styles and Language Attitudes a Function of Language Proficiency Attainment in Limited English Proficiency Students	Mid West, Del City, Public Schools	Observation, tests, statistical analysis	Statistically chosen from LEP's K-12	Determine how cognitive styles and language attitudes affect proficiency in L_2	Mid West, Del City Schools	32,703.00	F,G,V

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Cognitive Abilities and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Wolfe, David Brit, Temple Univ.	Relationship of Levels of Cognitive Abilities to Levels of Linguistic Proficiency	Philadelphia Public and Parochial Schools	Tests, questionnaire, statistical analysis	5th-8th Hispanic and Anglo/American	Discover relationship of linguistic proficiency and cognitive competency in bilingual and monolingual children	Archdiocese of Philadelphia	$29,919.00	F,G,V
Yezman, Doris Individual	The Effects of Conservation Level Achievement Upon Morpheme Production in English and Arabic	Hamtramck, Michigan; Wayne County Schools	Tests, observation, statistical analysis	40 students 8-11 years	Investigate the effect of conservation task performance on the acquisition of comparatives and superlatives in English and Yemeni	None	$11,434.00	G,K

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LANGUAGE ASSESSMENT PROJECT

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Setting and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Cohen, Bernard BCR&D	The Effects of Classroom Social Isolation on English Language Acquisition Among Limited Proficient Students	Stanford, Conn. San Antonio, Texas	Tests, Data Analysis	Grades 1-3 24-60 Students	To determine degree English language skills of society isolated LEP are affected by isolation	None	$25,000	
Dominguez, Domingo SEDL	Assessing the Language Proficiency of Bilingual Persons: Setting and Proficiency in a First and Second Language	Rio Grande City Indep. Sch. Dist. Fabens Indep. Sch. Dist. San Elizario Elem. Sch.	Tests, Observations, Statistical Analysis	120 children Grds. 1-3	To determine what constitutes effective lang. use and ways environment affects verbal behavior	Blanket Agreement	$35,000	F, K,P
Downing, Bruce T. U. Minnesota	Relationships Between Some Sociolinguistic Variables, Communication Strategies, and Grammatical Proficiency Scores of Students in Spanish/English and Hmong English Bilingual Jr. High Sch. Setting	St. Paul Public Sch.	Observation and Analysis	100 Hmong/English Spanish/Eng. 7th - 9th Grds.	To investigate communication strategies used in different sociolinguistic settings	St. Paul Pub. Sch.	$34,717	F, P
Duran, Richard ETS	Communicative Routines in Bilingual Children Speech	Thousand Oaks	Observation, Questionnaire, Data Analysis	4 Hispanic 3rd grds.	To study how children's inferences affect selection of speech forms and way forms are coordinated with paralinguistic cues.	Berkeley Unified Sch. Dist.	$36,840	K, V

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LANGUAGE ASSESSMENT PROJECT

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Setting and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Krashen, Stephen U. Southern California	The Role of Conversational Strategies in Child Second Language Acq.	Santa Ana, CA	Tests, Observations and Statistical Analysis	80-7yr. olds 40-mono-lingual Eng. 40-Span.	To investigate range of conversational strategies used by Spanish & English students in L_1 and L_2.	Santa Ana Sch. Dist.	$32,699	F,K,P
Lopez-Emslie, Julia Individual	A Network Study of Student's Communicative Competence Within Three Social Contexts	El Paso	Tests, Observation, Data Analysis	6-4th students	To observe effect of settings on childs' communicative competence;	El Paso Pub. Sch.	$27,126	
McConnell, Beverly Bilingual Mini Schs.	Comparing the Relationship of Dual Language Proficiency to Cognitive Devel. in a "Language Shift" and a "Language Maintenance" Comm. Setting	Connell, WA LaGrulla, TX	Survey, Tests Statistical Analysis	200-4yrs.-8 yrs. in preschool day care center	To compare the relationship "lang. mainten." & "lang. shift" prgms. to cognitive devel.	None	$40,877	P, V
Nagy, Susan Individual	A Study of Second Language Proficiency and Interference of American-Hungarian Bilingual Students-A Vocabulary Srvy.	Rutgers University	Questionnaire Test, Data Analysis	7-14 yr. olds at Hungarian Sat. Classes	To survey and record aspects of language proficiency of English-Hungarian bilinguals	None	$12,825	F,K,P
Perissinotto, Giorgio Univ. of CA	Language Plng. and Language Policy at the Family Level Mechanism of Lang. Reinforcement Amng. Span.-Spkng. Preschoolers	Santa Barbara, CA	Observation Test Statistical Analysis	30-Spanish-speaking pre-schoolers	To institute a Language Intervention plan to increase verbalization. To describe mechanism through which Span. speaking children reinforce	LaEscuela Tiburcio Vasquez	$29,163	P,V

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LANGUAGE ASSESSMENT PROJECT

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Setting and Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Russell, Thomas Language Assessment Center of Kansas	A Proposal for Funding of Sociolinguistic Research in Language Assessment	Wichita Parochial Sch. Lawton, OK	Interviews, Test, Analysis	Indochinese Refugees	Research concerning socio-linguistic variables that affect language assessment	None	$25,412	
Wald, Benji National Center for Bilingual Research	Study of the Vernacular Language Behavior of So-called Semilingual Elem. Sch. Students in a Los Angeles Bil. Community	State Street School L.A.	Interview Observation Test, Statistical Analysis	6-5th & 6th grds. semi-linguals	To develop an analytical framework in which to assess lang. prof. in peer interaction of semi-lingual students	LA Unified Sch. Dist.	$27,646	F,K,V

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LANGUAGE ASSESSMENT PROJECT

Breakdown of Proposals Submitted 7/14/80
According to Categories Addressed in RFP

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Competence in Classroom Communication

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Cathcart, Ruth L. Univ. of CA	Communicative Competence in Kindergarten	Pittsburg, CA	Observation Analysis	10-Spanish 10-Anglo (Kindergarten)	Determine Comm. comp. monolingual-bilingual kindergarten	None	$23,004	F,K,V
Freeman, Cecilia Individual	English Prof. and Early Reading in Bilingual Students	Arlington Cnty. Public Sch.	Test, Interview, Observation	10-English 10-Spanish 10-Vietnamese	Discover Differences in reading comp. strategies	Arl. Cnty. Pub. Sch.	$14,285	F,K,P
Hernandez, Elinora Individual	Verbal and Non-Verbal Communication Demands in the Bilingual Classroom: A Descriptive Study	El Paso, TX	Test, Observations, Statistical Analysis	Grades 1-3 12 classrooms	Describe the strategies bilingual students use to respond to classroom communicative demands.	Ysleta Indep. Sch. Dist.	$35,596	K,V
Lolacono, Ronald Cooperative Educational Services	The Effects of Maintenance vs. Transition on Academic Achieve. for Bilingual Stdnts. of Different Levels of Aptitude	Bridgeport & Stanford Connecticut	Tests Statistical Analysis	20 classrooms 5th grds.	Examine two bilingual instructional models (transition and maintenance)	Bridgeport Pub. Sch. & Stanford Pub. Sch.	$29,927	K,V
Merino, Barbara University of California	The Relationship of English and Spanish Proficiency on Communication Strategies in Bil. Classroom Settings	Winter, Dixon, Richmond, S.F., CA	Observation, Test Statistical Analysis	120-students K - 2	Determine ability to cope w/comm. demands in bilingual classroom	None	$36,090	K,P
Piper, Richard Applied Social Research, Inc.	The Assessment of Conceptual Structures in Math as a Precond. for Defining Eq. Bil. Prgrm. Trans. Crit.	Irvine, Ocean View, Alhambra, Inglewood & Glendale Unif. Sch. Dist.	Interviews Mat'l Collection Analysis	K - 6 Curriculum	Task analysis and task description in Span./Eng. Math prgrms.	None	$47,862	P,V

12-7 Lily M. Fillmore - G = Fred Genesee - K = Deborah Keller-Cohen - P = Paul Platero - V = Guadalupe Valdes-Fallis

8/4/80

LANGUAGE ASSESSMENT PROJECT

Breakdown of Proposals Submitted 7/14/80
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Competence in Classroom Communication

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Piper, Richard Applied Social Research, Inc.	The Assessment of Conceptual Structures in the Natural Sciences as a Precond. for Defining Eq. Bil. Prgrm. Trans. Crit.	Irvine, Ocean View, Alhambra, Inglewood & Glendale Unif. Sch. Dist.	Interviews	K - 6	Task analysis and task description in Span./Eng. Natural Sc. Prgrm.	None	$47,862	F,K,V
Piper, Richard (Same as above)	The Assessment of Conceptual Structures in the Soc. Sc. as a Precond. for Def. Eq. Bil. Prgrm. Trans. Crit.	Irvine, Ocean View, Alhambra, Inglewood & Glendale Unif. Sch. Dist.	Interviews	K - 6	Task analysis and task description in Span./Eng. Soc. Science Prgrm.	None	$47,862	K,V
Ribble, Robert University of New York	The Development & Appl. of Instr. for Describing Comm. Demands in Bil. Prgrm. Clssrm.	Rochester, N.Y.	Observations Statistical Analysis	135-students K - 3	Develop and validate a systematic observation procedure for comm. demands in Bil. prgrm. classroom	Rochester Cty. Sch. Dist.	$30,260	P,V
Slaughter, Helen Tucson Unified School Dist.	Methods of Analyzing Samples of Elicited Discourse in English and Spanish for Determining Student Language Proficiency	Tucson, AZ	Observations, interviews, elicitation of discourse from students, and analysis	Spanish/ English bilinguals Grades K, 1, 4, 7, 9, 12	To contribute to definition of language proficiency, to further develop and refine framework for discourse analysis	Tucson Unified School District	$32,222	F,G,V

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Methods for Assessing Language Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Duncan, Sharon Delta Squared	A Methodological Study of the Assessment of Sociolinguistic Competence of Language Minority Children Entering School for the First Time	San Jose Unified School District; National City, California	Questionnaire, tests, statistical analysis	240 Hispanic 60 Anglo kindergarteners	To determine appropriateness of assessment devices; To examine linguistic effects of school exposure	San Jose Unified School District; National City	$53,606.75	F,K,P
Gallegos-Gomez, Alicia Gallegos & Associates	Development of a Language Evaluation Assessment Testing Instrument	Corpus Christi, Texas	Tests, instrument validation	400 Head Start students 3-5 years	To plan and develop language evaluation assessment instrument	Nueces County Community Action Agency	$29,730.00	F,G,P
Gayot, Gerard Individual	Assessment of Language Proficiency of Bilingual Children of Haitian Origin	Bedford Stuyvestant,N.Y. Miami, FLA Haiti	Tests, surveys, and analysis	50 children K-12	To develop an instrument to assess language competence in English of children of Haitian origin	None	$24,600.00	F,G,P
Gutierrez, Arturo Education Service Center	Communicative Competence and Language Proficiency Assessment of Bilingual Students	Mexico City, MEX San Antonio, TEX	Interviews, tests, analysis of data	35 1st graders Mexico City; 70 1st graders South Texas/ bilingual	To specify characteristics of communicative competence of first graders and develop a measure of these competencies	American School Foundation, Mexico City	$31,750.00	F,K,V
Hayes, Zoe CERAS	"Limited" Language Proficiency of Mexican-American Third Grade Students: A Problem in the Definition and Measurement of Bilingualism	San Jose, CA Redwood City, CA Haywood, CA	Tests, statistical analysis	3rd grade Mexican/ American	To examine language proficiency of "limited bilinguals", and determine appropriateness of existing instruments	San Jose,CA Redwood City, CA Haywood, CA School Districts	$29,162.00	G,K,V

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Methods for Assessing Language Proficiency in a First and Second Language

Author and Place of Origin or Affiliation	Title	Place of Study	Method	Subjects	Purpose	Letters of Support	Budget	Reviewers
Kimball- Luna, Fern Northern New Mexico Speech, Language & Hearing Center	A Cultural-Linguistic Development Assessment in the Spanish Language	Santa Fe, New Mexico	Interviews, observation, tests, statistical analysis	45 Head Start K - 1 amolingual Spanish	To devise developmental Spanish oral language assessment tool	Ojo Caliente Head Start	$33,348.00	F,G,P
Piatorsi, Frank Individual	A Pilot Test to Measure English Pattern Proficiency Among Bilingual Children	Shiprock, N.M. Tuba City, AZ Tucson, AZ San Francisco, CA Philadelphia, PA New York City Schools	Test, statistical analysis	4th grade bilingual Spanish, Navajo, Chinese, and Italian	To measure variance between recognition and production of bilingual children; To show extent of L_1 interference	None	$9,978.00	G,P,V
Stokes, Nona Univ. of D.C.	Assessment of Communicative Competence of First Graders (Spanish, Haitian Creole, English)	Washington, D.C. New York, N.Y.	Tests, observation, interviews, statistical analysis	24 1st grade bilinguals, Spanish or Haitian Creole	To examine methods of assessing language proficiency and determine adequacy of test instruments	None	$50,915.00	F,K,V
Webster, Maree Individual	Metalinguistic Ability in Bi-Lingual High School Students	Boston, MASS	Test, statistical analysis	50 monolingual and 50 Italian bilingual high school students	To develop a measure of L_2 proficiency which reflect subject's metalinguistic awareness	None	$22,500.00	F,K

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